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ABSTRACT

This guide is designed for use in implementing Texas' services for the elderly curriculum. The following topics are covered in 33 chapters: understanding the elderly in the United States; services and legislation for the elderly; job opportunities in services for the elderly; employee qualifications; physical, emotional, mental, and social needs of the elderly; housing considerations of the elderly; transportation; the elderly in the marketplace; frauds, gyps, and deceptions; clothing needs; nutrition, menus and diets, mealtimes, exercise, hobbies and activities, and educational activities for the elderly; sanitation; safety; preventive health measures and signs of illness; vital health signs; first aid; terminal illness; body mechanics; planning and managing household tasks; energy; bed making; bathing; grooming; dressing assistance and self-help dressing aids; and the special role of caregivers. Each chapter includes essential elements, objectives to achieve, and recommended teaching strategies. Other components included in this package are: teaching aids; chapter tests and answers; activity book answers; an academic integration supplement that presents suggested activities for integrating the principles of the elder care services curriculum into mathematics, science, language arts, and social studies classes; and a student activity book consisting of 32 chapters of competencies to develop, objectives to achieve, and learning activities. (MN)

ED 369 895

Services for the Elderly

Curriculum Guide
Academic Integration Supplement

Assistance Services for the Elderly
Student Activity Book

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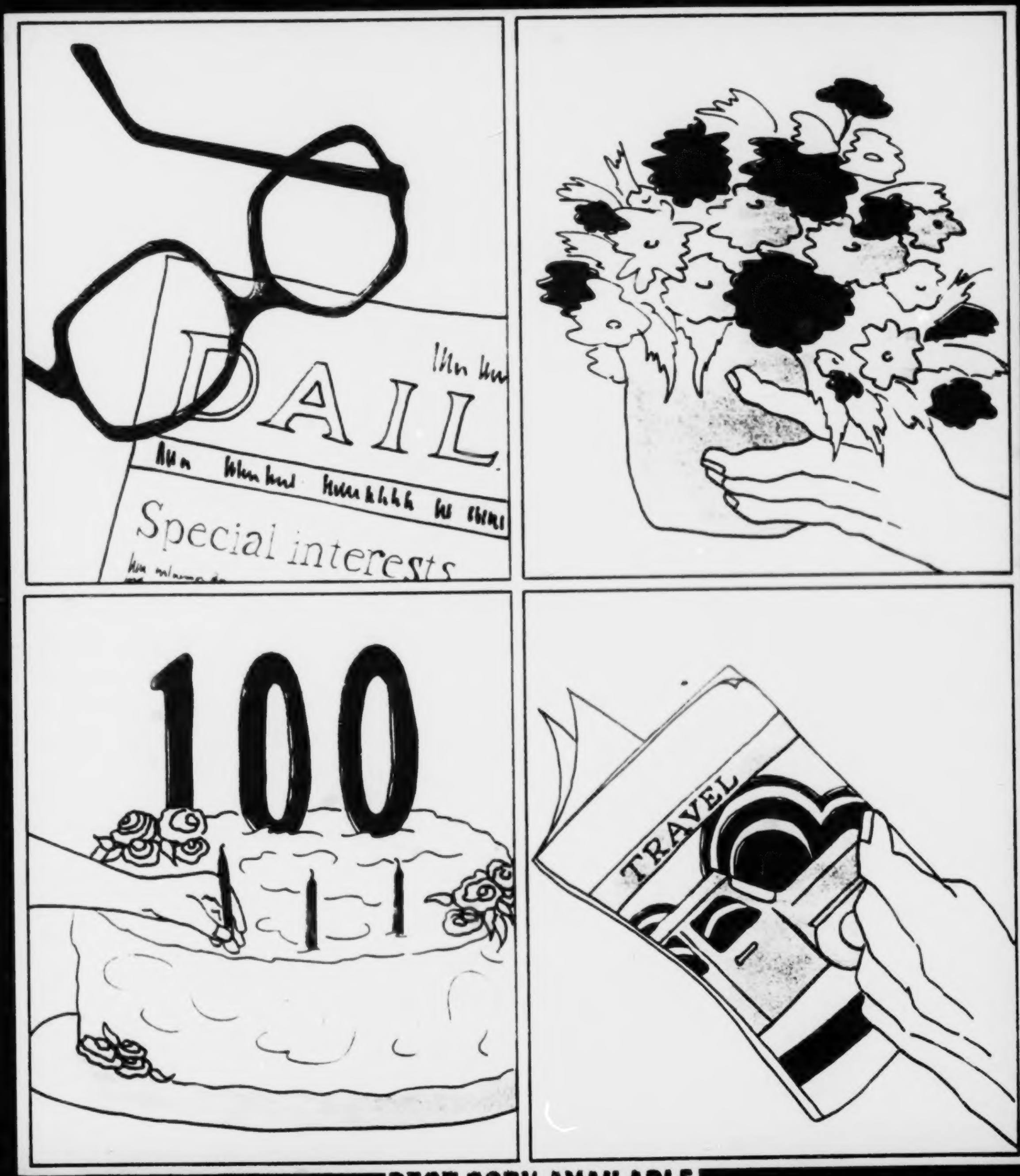
Curriculum Guide



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HOME ECONOMICS EDUCATION
TEXAS EDUCATION AGENCY, AUSTIN, TEXAS

SERVICES FOR THE ELDERLY

CURRICULUM GUIDE

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PREFACE

Services for the Elderly is a unique program at the cutting edge of career and technology education. Students who participate in this course will gain information that will set them apart from other high school students. Students will also gain exposure to a wise generation of people. Students enrolled in *Services for the Elderly* will gain information concerning elderly people's special physical, emotional, and social needs. They will also learn about caregivers' responsibilities in medical, dietary, and housing areas. Employment qualifications and opportunities and basic statistics about the aging population are also addressed during classroom study. With such information and exposure, students acquire valuable interpersonal skills, caregiving skills, and a sense of self-worth.

The area of elder care services offers a broad range of job opportunities that relate to assisting and enabling elderly persons to remain comfortably in their own homes; helping elderly persons remain in the best possible health with the maximum possible independence; and providing services to people in their homes to improve or maintain their abilities to prevent institutionalization and reduce or relieve accompanying stress. Employment opportunities exist that require different levels of training and education. Examples of some of these opportunities include: home care assistant, well-elder services assistant or director of home care agency, geriatric nursing assistant or registered nurse, home-health care aide, elder care activities coordinator or director, registered nurse, social services aide or case manager, and gerontologist or licensed vocational nurse. Entry-level positions offer inexperienced employees opportunities to receive training and to be promoted to higher level positions when experience and skill are gained. Higher level opportunities related to elder care services include administrative positions with Area Agencies on Aging, senior centers, housing facilities, social services, and long-term care facilities. Emerging opportunities in the field of elder care include services providing further education, cultural enrichment, and job training.

This Curriculum Guide compliments a matching *Services for the Elderly Reference Book* which presents general information about various areas of elder care services. Also, companion to this Curriculum Guide is the *Services for the Elderly Student Activity Book* which contains a variety of pencil-and-paper activities designed to reinforce the concepts presented in the *Services for the Elderly* Reference Book.

This Curriculum Guide provides information needed by teachers. Each chapter begins with one or more Essential Elements and Objectives to Achieve. Each chapter consists of teaching strategies for the teacher's use in the classroom. It is recommended that teaching strategies be selected to fit the local situation, level of students' abilities and experience, job situations, and time available. Teaching aids are included for use in implementing the teaching strategies. In addition, a test is provided for each chapter in the Reference Book, and answers are included for ease in evaluation of students' test answers.

The *Services for the Elderly Reference Book* and *Curriculum Guide* concentrate on the skills and attitudes needed for successful employment in elder care services. Both books are organized into thirty-three chapters that are intended to be used as needed, not in any particular order. No one reference book or curriculum guide can provide the information needed for a career in a particular field. Therefore, students should be encouraged to study various topics more intensively, to use additional references, and to apply the information in either laboratory or on-the-job training. Hands-on experience is essential to students.

The *Services for the Elderly Reference Book* is part of an occupational education series that focuses on a broad range of employment opportunities. Each title in the series addresses one career cluster. The materials may be used for one or more years of instruction. Curriculum materials for other career clusters are also available from the Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, Texas 79409-1161.

TAC 75.83
SERVICES FOR THE ELDERLY

(n) Services for the elderly (two-three units) shall include the following essential elements:

(1) Concepts related to the aging process. The student shall be provided opportunities to:

(A) describe the aging process;
(B) identify characteristics and care needs of the elderly;
(C) contrast the role of the elderly, their status, and contributions in various cultures; and
(D) identify laws, trends, and issues affecting the elderly.

(2) Concepts and skills related to meeting social and psychological needs. The student shall be provided opportunities to:

(A) explain social needs and psychological needs of the elderly; and
(B) determine appropriate methods to meet the social and psychological needs of the elderly.

(3) Concepts and skills related to meeting physical needs. The student shall be provided opportunities to:

(A) identify the functions and sources of nutrients;
(B) explain the relationship of digestion and metabolism to health;
(C) plan diets to meet special needs;
(D) relate food preparation and service techniques to retention of nutrients;
(E) demonstrate knowledge of physical activities appropriate for the elderly;
(F) describe personal hygiene and grooming needs of the elderly; and
(G) determine strategies for facilitating self-help.

(4) Concepts and skills related to health care. The student shall be provided opportunities to:

(A) explain the causes, symptoms, transmission, and prevention of communicable diseases;
(B) contrast alternatives to home health care; and
(C) provide a safe and healthy environment for the elderly.

(5) Concepts and skills related to sanitation. The student shall be provided opportunities to:

(A) demonstrate housekeeping and maintenance skills associated with the care of the elderly;
(B) demonstrate procedures for handling clothing and linens;
(C) describe procedures for sanitizing items; and
(D) explain personal sanitation measures to prevent the spread of infection.

(6) Concepts and skills related to interaction on the job. The student shall be provided opportunities to:

(A) point out considerations affecting interaction with the elderly's family or responsible parties;
(B) demonstrate communication skills; and
(C) describe crisis management techniques for the elderly and for care providers.

GUIDE TO ESSENTIAL ELEMENTS

Services for the Elderly (TAC 75.83)

Services for the Elderly (two-three units) shall include the following essential elements. This guide is provided for use in identifying the required essential elements, the correct codes for documentation from the Texas Administrative Code (TAC), and the chapter(s) of the curriculum materials which address(es) each element.

Required Essential Elements	Related Chapters
(n1A) Describe the aging process.	1, 33
(n1B) Identify characteristics and care needs of the elderly.	1, 5, 13, 22, 23
(n1C) Contrast the role of the elderly, their status, and contributions in various cultures.	1
(n1D) Identify laws, trends, and issues affecting the elderly.	1, 2
(n2A) Explain social needs and psychological needs of the elderly.	6, 7, 8
(n2B) Determine appropriate methods to meet the social and psychological needs of the elderly.	6, 7, 8, 13, 18
(n3A) Identify the functions and sources of nutrients.	14
(n3B) Explain the relationship of digestion and metabolism to health.	14
(n3C) Plan diets to meet special needs.	15
(n3D) Relate food preparation and service techniques to retention of nutrients.	15
(n3E) Demonstrate knowledge of physical activities appropriate for the elderly.	17
(n3F) Describe personal hygiene and grooming needs of the elderly.	30, 31
(n3G) Determine strategies for facilitating self-help.	10,11,13,16,18,19,32,33
(n4A) Explain the causes, symptoms, transmission, and preventions of communicable diseases.	22
(n4B) Contrast alternatives to home health care.	9
(n4C) Provide a safe the healthy environment for the elderly.	21, 22, 23, 28
(n5A) Demonstrate housekeeping and maintenance skills associated with the care of the elderly.	26, 28, 29
(n5B) Demonstrate procedures for handling clothing and linens.	13, 20
(n5C) Describe procedures for sanitizing items.	20
(n5D) Explain personal sanitation measures to prevent the spread of infection.	20
(n6A) Point out considerations affecting interaction with the elderly's family or responsible parties.	25
(n6B) Demonstrate communication skills.	24, 25, 33
(n6C) Describe crisis management techniques for the elderly and for care providers.	24, 25, 33

Common Essential Elements	Related Chapters
(a2A) Identify employment opportunities and preparation requirements in chosen field.	3
(a3A) Identify opportunities for business ownership.	3
(a2E) Demonstrate productive work habits and attitudes.	4
(a2J) Apply principles of time management and work simplification when performing assigned tasks.	4
(a2K) Identify ethical practices and responsibilities.	4
Proposed Essential Element	**Related Chapter**
Analyze fraudulent and deceptive practices.	12

1

Understanding the Elderly in the United States

ESSENTIAL ELEMENTS

- Describe the aging process.(n1A)
- Identify characteristics and care needs of the elderly.(n1B)
- Contrast the role of the elderly, their status, and contributions in various cultures.(n1C)
- Identify laws, trends, and issues affecting the elderly.(n1D)

OBJECTIVES TO ACHIEVE

- Point out reasons for the increasing need to train people to work with the elderly.
- Describe factors affecting the increasing proportion of elderly in the United States.
- Summarize the process of aging associated with the elderly.
- Determine the definition of "old" from various age groups.
- Identify the chronological age categories of the elderly.
- Identify the myths and stereotypes associated with the elderly.
- Describe realistic views of the elderly.
- Contrast the role of the elderly, their status, and contributions in various cultures.
- Identify the rights of the elderly.
- Outline future trends associated with the elderly.

* TS 1:1 indicates teaching strategy, chapter 1, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CURRENT POPULATION

TS1:1 Obtain copies of the pamphlet *A Profile of Older Americans 1990*. Order from AARP Fulfillment Center (see reference list item A for further information) or have each student examine current newspapers or magazines for recent statistics on the number of the elderly and projections for the future. Compare the current year with ten years ago. KEY QUESTIONS: How has the number of elderly changed? How is the number expected to change? CRITICAL QUESTIONS: How will the increase in the number of the elderly influence services in the United States? What services will be positively affected? negatively affected?[B]

TS1:2 Invite three adults who have lived in the community for ten years or longer to speak to the class about the population of the elderly in the community over a period of ten years. Guide students in preparing questions prior to the speakers' arrival. Questions should include the following: Are there more elderly persons in the community than ten years ago? Have any new businesses or programs been developed especially to meet the needs of the elderly during this time? Lead a class discussion summarizing the growth pattern of the elderly in the community. CRITICAL QUESTION: What factors have contributed to the growth or decline in the elderly population?

TS1:3 Lead students to brainstorm for reasons why more trained persons are needed to work with the elderly. Have a student volunteer write on the chalkboard or overhead projector the reasons suggested. Ask students to select five reasons from the list that they feel are the most important and write a paragraph about each reason selected.

TS1:4 Duplicate and distribute Teaching Aid 1, Aging America. Have students compare the number of persons over age eighty-five in the 1990's with the number of persons over age eighty-five in the 1960's. Lead a class discussion about the reasons that people are living longer. KEY QUESTION: What does the graph indicate about the future population of the elderly? CRITICAL QUESTIONS: How does an increasing elderly population affect society as a whole? Should retirement age be reconsidered? Why? Is it possible that families will have more generations living together in the future? What impact does longer life have on the family unit?[B]

TS1:5 Have each student design a visual display (may use pictures from magazines such as elderly persons in the marketplace and services and products developed for the elderly population) that depicts the effects of the increase in the elderly population of the United States. Have volunteers share their visual aids with the class. Display graphs in the classroom or class display case.

TS1:6 Lead a class discussion on the concept of the graying of America. Have class members prepare before coming to class by asking other students what they think the concept means. CRITICAL QUESTIONS: Is the graying phenomenon good or bad? Would you change this trend if you could? How long do you think it will last? Will it affect you? If so, how?

Process of Aging

TS1:7 Duplicate and distribute Teaching Aid 2 (a and b), Facts on Aging. Have each student complete the quiz. Lead a class discussion about the results of the quiz. KEY QUESTIONS: Why are your answers different? Which statements did you answer incorrectly? What information were those answers based on? Where did you get your knowledge to answer the questions? How knowledgeable did you feel in giving answers? CRITICAL QUESTIONS: Would frequent contact with the elderly improve a person's overall score? Why? Which statements in the Facts on Aging test pertain to stereotypes?

TS1:8 Distribute a handout of Teaching Aid 3, Adjusting to Later Life. Allow students to complete the column on ways to minimize effects of changes. Answers for ways to minimize physical changes can include nutrition, exercise, and preventive health care; for psychological changes, include part-time employment, volunteering, and involvement in hobbies or activities; for social changes, include open-minded attitude, working at existing relationships, and making new friends or contacts; for economics changes, include shared expenses, assessment of actual income/expenses, and planned spending. KEY QUESTIONS: What happens when a person grows old? How does aging affect you physically? psychologically? socially? financially? How can a person adjust to these changes? What are the differences in the young old and the old old? CRITICAL QUESTIONS: Do people age alike? Why? How long does it take for these changes to happen? How will you prevent them from happening to you or to the ones you love? Are changes bad?

What "Old" Means

TS1:9 Ask each student to write a definition and description of the word *apple*. Have volunteers share their papers with the class. After they have completed this, show a tray with apples of different sizes, colors, and shapes and varieties. KEY QUESTIONS: How are apples alike? How are the apples different? How does your definition of apple fit what is on the tray? Did your definition present a stereotyped or limited image of apples? CRITICAL QUESTIONS: What is your definition of old? How do our individual definitions for *old* preconceive our thoughts toward elderly people?

TS1:10 Assist students in developing individual time lines, starting at birth and going to the current life expectancy for their sex. Have each student mark past big events, such as birth of siblings, entering high school, and projected events, such as college, first job, marriage, first grandchild, and retirement. Lead a class discussion about the number of years that each life cycle stage can last. Have students mark on their time lines when their personal aging begins. Have students note when they will become elderly. (May invite a panel of people who are representative of different stages of the life cycle for input.) KEY QUESTIONS: How long is childhood? How long is adolescence? How long is adulthood? How long is middle age? How long is old age? At what age does a person become elderly?

TS1:11 Ask students to conduct a survey on "How Old is Old" by asking the following two questions: At what age do you think the average man becomes old? At what age do you think the average woman becomes old? Divide the class into four cooperative learning groups. Have students in group one interview ten elementary-age children; in group two, have students interview ten high school students; in group three, have students interview ten parents; and in group ,four have students interview ten grandparents. The results of the first interview question should be recorded on one sheet of paper and the results of the second interview question should be recorded on a second piece of paper. After students have completed gathering the information from the interviews, have each cooperative learning group compile the results of the groups' surveys. Have an elected group leader share his or her group's summary with the class. CRITICAL QUESTIONS: What factors seem to affect how we define *old age*? How have these factors changed during the past one hundred years? How do you think they will change in the future?

TS1:12 Ask students to bring to class an object that symbolizes old age to them. Have each student show, describe, and discuss the object and talk about why it is representative of old age. Lead a class discussion about each object only after each student has shared his or her object with the class. KEY QUESTIONS: What does each object show about attitudes toward aging? What do the objects show about different definitions of aging? CRITICAL QUESTION: What factors are responsible in developing different perspectives or attitudes toward aging?

TS1:13 Have each student ask five people from different age groups to define aging and describe what aging means to them. Have students prepare an oral report comparing attitudes about aging in relation to the different age groups of the five people interviewed. KEY QUESTIONS: Which age group seems to have the most positive outlook on aging? How can you tell? What effect does the age of a person have on attitudes about aging? Why? Which age group was most willing to discuss the subject of aging? Which age group was least willing?

TS1:14 Divide the class into teams of three to four members. Have each team draw a slip of paper with an age written on it, such as ten, twenty, thirty, forty, fifty, sixty, seventy, and eighty. Each team must list ten advantages and ten disadvantages of being the age that they drew. Have each team present their results to the class.

TS1:15 Invite one person from each of the age ranges listed above to talk about the advantages and disadvantages of that age group. Guide students in preparing questions prior to the guests' arrival. Questions should include the following: What are the most positive aspects of your present age now? Why? What are the most negative aspects of your present age? Why? Have students compare responses with ideas already shared in class. Ask students to summarize their conclusions in an article for the school and/or community newspaper.

Stereotypes and Myths About Aging

TS1:16 Allow students to select a small piece of colored, hard candy (construction paper squares may be used). Provide exactly the number of candy pieces as there are students. The number of colors provided will be determined by the number of groups needed. Students who select the same color of candy will form one group. Have a student in each group draw a card containing a phrase from Teaching Aid 4, Attitudes About Aging. Have the student in each group who drew the card begin the activity by completing the statement on the card, then the remaining group members will complete the statement in their own way. When the groups have completed the statements, lead a class discussion on the diversity of attitudes about aging present in each group. KEY QUESTIONS: What factors influenced ideas about aging? What misconceptions about aging emerged? CRITICAL QUESTION: How might misconceptions about aging influence the life of an elderly person within a community?

TS1:17 Ask students to choose one quotation such as those on Teaching Aid 5, Myths and Slogans About The Elderly and rewrite or rephrase the saying. Reworded sayings should depict a positive and accurate view of aging. Have a class contest by allowing students to vote for the most creative, positive slogan about aging or the elderly. Display the winning slogan in the class display case.[B]

TS1:18 Ask each student to examine one example of images of the elderly in a cartoon, comic, joke, birthday or greeting card, or advertisement. Have students to look for ways the items imply that the elderly are different. Lead a class discussion about how the items can be viewed as offensive. CRITICAL QUESTIONS: Do the items create or reflect negative attitudes about aging? What is the danger of ageism? How is ageism similar to bias about race, religion, ethnicity, or sex? How is ageism different from bias about race, religion, ethnicity, or sex? What are additional ways age bias is transmitted?

TS1:19 Have students participate in a Media Watch. Provide several copies of Teaching Aid 6, Media Watch for each student. Ask students to watch at least three programs and complete the Media Watch evaluation. KEY QUESTIONS: Which programs contained the worst stereotypes of the elderly? Which programs contained the most stereotypes of the elderly in one program? Which programs portrayed an accurate view of aging? CRITICAL QUESTION: What can viewers do to encourage television executives to remove stereotypes of older people from programs?

Myths and Realities on Aging / Perspectives on Myths of Aging

TS1:20 View the videotape *Wellness is Ageless.* (Contact a local chapter of the American Cancer Society for information on receiving a free copy from the Texas Association, A.C.S.) Write on the chalkboard or overhead projector some realistic characteristics of the elderly that were presented in the videotape. Contrast this realistic viewpoint with myths and stereotypes discussed in previous activities. CRITICAL QUESTIONS: Why is it that myths and stereotypes in general seem to be more readily accepted? What kind of actions or activities can be implemented to help decrease misconceptions about the elderly?

TS1:21 Have students plan and sponsor a Seniors for Brunch or Lunch event. Invite senior citizens to eat with the class. Prior to the event, ask the elderly visitors to be prepared to name two things that would worry them about being young today, two things that would be good about being young today, two things they dislike about young people today, two things they like about young people today, three places they would expect to find young people in the community, and three things they would expect to find young people doing in the community. Have class members answer the same questions about the elderly. After the meal, have students and the elderly discuss their answers with each other. CRITICAL QUESTIONS: Did each group have stereotypes about the other? How accurate were the answers? How can more realistic views of each other be developed? What can individuals do to develop realistic views? This strategy can be integrated into an FHA/HERO activity.[C]

TS1:22 Have students evaluate stories, advertisements, and articles in a magazine developed for older people, such as *Modern Maturity*. Ask each student to give a brief oral report showing ways the magazine presents a realistic or a mythical view of aging.[B]

ROLE OF THE ELDERLY IN VARIOUS CULTURES

TS1:23 Assign each student one minority group to research, such as Hispanic, African American, Native American, and Native Pacific Islander. Information for research can be found at the school library. Ask students to compile a profile of a typical elderly person in that group, including health, living arrangements, income, education, and marital status. Have each student share their profiles with the class and compare/contrast the status of the elderly in different cultural groups.[C]

TS1:24 Have students write a short paper describing themselves as an elderly person. Have them include information on what roles they would play within the family and the community. Ask them to conclude the paper by comparing their assumed roles and status in this country with what the situation would be like if they lived in another country. Class members may choose different countries to focus on. They can form answers from reading or interviews with elderly persons from the United States or other countries. Share the reports in class.[B]

TS1:25 Have students work individually to research the contributions of elderly persons in two different cultures. Have each student prepare a visual display, such as a mobile or poster depicting the contributions made by the elderly in the two different cultures.

TS1:26 Invite elderly persons from at least three different cultures to talk about treatment and status of the elderly in their culture. Ask speakers to discuss how this treatment is seen or displayed and share their opinions about changes in status of the elderly in their culture. Guide students in preparing questions prior to the speakers' arrival. Questions should include the following: What are some specific examples of ways that children are expected to treat the elderly in their respective families? Are there any traditions that honor the elderly in the different cultures represented? What are adult sons and daughters expected to do for elderly parents in need? Have each student design a poster or visual display depicting a culture represented by one of the speakers. Display in the classroom or class display case.

RIGHTS OF THE ELDERLY

TS1:27 Have a transparency made of Teaching Aid 7, Rights of The Elderly and display it to the class on the overhead projector. Have each student select one of the rights of the elderly. Ask each student to discuss why that right is important to the elderly and the problems that may occur if the right is denied. Lead a class discussion about the importance of each right. CRITICAL QUESTIONS: What are the related responsibilities that accompany these rights? How are the rights honored in society? When are these rights forfeited? How does society facilitate these rights, with specific laws or customs?[C]

TS1:28 Have each student select one situation from Teaching Aid 8, I Have a Right to..., and present a monologue acting out the reactions or responses that an elderly person might have concerning that situation. CRITICAL QUESTIONS: In what ways do family members sometimes limit social or emotional growth of the elderly? How can elderly persons maintain private rights? How can elderly persons avoid being taken advantage of by family members? Should elderly persons be required to defend decisions they've made concerning their personal lives? What are ways that friends, relatives, and caregivers can best honor the rights of the elderly?

TS1:29 Have each student define *the right to privacy* in a short paper. They should ask five people of different ages what privacy means to them and form their own definition of privacy. Have volunteers share their papers in class. KEY QUESTIONS: How did students' definitions change as they talked to persons of different ages? Why do different persons define this right differently?[C]

TS1:30 Divide the class into cooperative learning groups. Have each group develop guidelines for elderly caregivers emphasizing sensitivity towards the elderly's right of privacy. Some possible guidelines include knocking or asking permission before entering a room, thinking before interrupting someone's quiet time, asking if person prefers to be alone sometimes, and asking before turning on a radio or television. Have each group share their results with the class.

FUTURE TRENDS

TS1:31 Have students individually complete Teaching Aid 9, Attitudes About Services. Describe the sources of care and give examples of each category, such as RSVP or Meals on Wheels for volunteer groups. Lead a class discussion about students' and elders' preferences and problems in implementing these preferences. Ask each student to research what local resources are available in each category. Ask for student volunteers to share their information with the class. CRITICAL QUESTIONS: If you are responsible for care of a parent, how do you learn about the resources available? (Who can be contacted for information or help?) How do you decide who should provide what services? How can caregivers include the elderly person in the decision making process? When should these decisions be made? Why?

TS1:32 Have each student give a description of a four or five generation family. Collect newspaper or magazine articles depicting families of several generations. Have the class develop a visual display with pictures illustrating several generations and list the contributions and concerns of each generation. Place in display case.

TS1:33 Have a transparency made of Teaching Aid 10, Population of the Elderly-Projections and display it to the class on the overhead projector. Lead students to brainstorm ideas on societal responses to the trends identified in the graph. Examples include the following: more senior citizen discounts, more advertising aimed at seniors, more housing built especially for the elderly and more jobs for persons trained to work with the elderly. CRITICAL QUESTIONS: What are some negative responses to these trends? How do you personally feel about some of the trends?[C]

2

Services and Legislation for the Elderly

ESSENTIAL ELEMENT

- Identify laws, trends, and issues affecting the elderly.(n1D)

OBJECTIVES TO ACHIEVE

- Describe the role of the caregiver as a member of the helping team.
- Describe the results of the national conferences on aging.
- Explain social security and its impact/affect on the elderly.
- Describe the types of services available for the elderly.
- Point out how to gain information on services available to senior citizens.
- Identify services for the elderly provided by community volunteers.
- Define intergenerational care.
- Describe legislation that affects the elderly.
- Cite organizations that keep the elderly informed of new legislation.
- List organizations concerned with quality adult care.

THE ELDER CAREGIVER: MEMBER OF THE HELPING TEAM

TS2:1 Have each student write a definition of the phrase *the helping team* in reference to caring for the elderly. Ask volunteers to share their definitions with the class. Ask students to compare their definitions with the definition given in Chapter 2 of the Reference Book. Lead a class discussion on comparisons. KEY QUESTIONS: What is the difference between students' definitions and the definition found in the Reference Book? What do all helping teams have in common? What is the main goal of an elder care helping team? In what ways does the elder care helping team perform roles of the family?[B]

* TS 2:1 indicates teaching strategy, chapter 2, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS2:2 Lead a class discussion on the role of the caregiver as a member of the helping team. CRITICAL QUESTIONS: Who are other members of the team? Who is responsible for selecting the team? Are helpers paid? What is the main role of an caregiver?

TS2:3 Ask each student to interview a person who provides care for an elderly person regarding responsibilities on the helping team. Guide students in preparing questions prior to the interviews. Questions should include the following: What services do you provide? What services do others provide? Who coordinates the services provided by team members so that needs are met? Have students share their interview results with the class.[C]

TS2:4 Divide the class into cooperative learning groups. Have each group draw a card describing one of the responsibilities of an caregiver as listed under the heading, *The Elder Caregiver: Member of the Helping Team* in Chapter 2 of the Reference Book. Allow the groups ten minutes to develop a list of specific ways to fulfill that responsibility. Have each group share their ideas with the class.

THE DEVELOPMENT OF LEGISLATION FOR THE ELDERLY

TS2:5 Ask each student to write a letter to a friend describing fictitious participation in one of the national conferences described under the heading, *The Development of Legislation for the Elderly* in Chapter 2 of the Reference Book. Remind each student to include comments on the main events of the conference as mentioned in the Reference Book and other events happening at that same point in time.[B]

TS2:6 Divide the class into four cooperative learning groups. Have each group draw a card with the name of one of the four major conferences on aging written on it. Ask each group to develop a "television news program" to report on the particular conference assigned to their group. Allow each group to present their news program while each student in the audience lists the facts about the conference as given by each news team. An individual student might develop a monologue presenting a national conference report as a news anchor. Videotape the reports if possible.

TS2:7 Have each student select one of the national conferences described under the heading, *The Development of Legislation for the Elderly* in Chapter 2 of the Reference Book, and design a logo or emblem representing the purpose and/or the major achievement of the conference. Refer to the FHA/HERO emblem as an example. Have volunteers explain and present their logo or emblem to the class.

TS2:8 Lead a class discussion about the results of previous national conferences on aging. Discuss the need for a new national conference. Organize cooperative learning groups of three or four. Ask each group to write a list of topics or issues that could be discussed at such a conference. Have each group present their list to the class. Lead a class discussion about the differences in suggested topics. KEY QUESTIONS: What are some of the changes concerning the elderly that have occurred since the last conference? Were there similarities in the choice of topics by any of the groups? What does this reveal about the importance of that particular issue?[B]

SOCIAL SECURITY AND ITS IMPACT / EFFECT ON THE ELDERLY

TS2:9 Invite a representative from the Social Security Administration Office to speak to the class about social security benefits. Ask the speaker to discuss the development of the social security system and how changes have affected the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How important are social security benefits to the elderly? How has the life expectancy of the elderly changed the status of the social security system? How does marital status affect social security benefits? What happens when a widow/widower remarries? Lead a class discussion about how changes in social security benefits have affected the elderly. CRITICAL QUESTION: What difficulties do the elderly experience today as a direct result of changes in social security benefits?

TS2:10 Have each student interview two people who presently receive social security benefits of any kind. Guide students in preparing questions prior to the interviews. Questions should include the following: How long have they been receiving benefits? Why did they start receiving benefits? What problems, if any, have they had? Are they satisfied with the system and their benefits? What changes would they recommend? Have students prepare a summary and present their results to the class. Lead a class discussion comparing students' reports. KEY QUESTIONS: Were the summaries similar? Are the problems similar? What common concerns are mentioned? CRITICAL QUESTION: How can the social security administration better serve the elderly who presently receive benefits?

TS2:11 Write the words *Social Security* on the chalkboard or overhead projector. Draw two columns and label one column positive aspects and label the other column negative aspects. Lead students to brainstorm for positive and negative aspects of social security benefits. Have a student volunteer write the class answers in the appropriate columns. Lead a class discussion on the results. KEY QUESTION: How might this list look fifty years from now when this class begins receiving social security benefits?

TS2:12 Have each student complete Teaching Aid 11, Facts on Social Security. Lead a class discussion about how these facts impact and affect today's elderly. KEY QUESTIONS: How would the poverty level in the United States be affected without social security benefits? How important will social security benefits be in the next ten years? Why? If social security benefits were not available how would the family unit, businesses, and society be affected as a whole?

TS2:13 Obtain and distribute to each student copies of the publication *Social Security: Crucial Questions & Straight Answers* from AARP Fulfillment Center (see reference list item A for further information). After each student has read the publication, lead a class discussion about specifics on social security. KEY QUESTIONS: What are retirement benefits? disability benefits? survivor benefits? What percentage of earnings contributions go toward Medicare? Why is there concern over the future of Medicare? What percentage of income before retirement will Social Security pay? What kind of private sector protection/insurance would individuals be required to purchase to replace benefits received from Social Security? Are Social Security benefits paid out in the same amounts for persons of different economic levels? What formula is used to determine Social Security benefits for persons at different economic levels? What is COLA? What does it guard against? Why was there great concern over the Social Security program in the late seventies and early eighties? What was done to correct the situation? How is Congress monitoring the status of the Social Security program?[C]

COMMUNITY, STATE, AND FEDERAL SERVICES

TS2:14 Invite three to five representatives of local, state, and federal services to present a panel discussion about the service they provide and which elderly needs that service meets (or students may conduct personal interviews with representatives of providers of elderly services). Guide students in preparing questions prior to the arrival of the panel members (or prior to students' interviews). Questions should include the following: What are the advantages and disadvantages of each type of service? Do any of the services depend on the support of another service? How? How do community services affect the social and psychological well being of the elderly? After the presentation by the panel (or the interviews), have students write a one-page paper explaining what they learned about one of the services. Ask students to present their papers to the class.

TS2:15 Have students examine the government section of the telephone directory to discover federal, state, county, and city services available for the elderly. Divide the class into four cooperative learning groups and assign each group the task of investigating one of the following areas of service available to the elderly: transportation, recreation, nutrition, or health. Have an elected group leader share group results with the class. Lead a class discussion about group results. CRITICAL QUESTIONS: Why are there more services in one category than another? Where does the money come from to support these services?

TS2:16 Lead a class discussion on Teaching Aid 12, Elder Services. KEY QUESTIONS: Based on their own investigations, what other services can students add to the list? Why are some of the services performed for pay and some of the business services provided for by volunteers?

Senior Citizen Discounts

TS2:17 Have students call or tour three different places, such as a movie theater, restaurant, state park, pharmacy, or other establishment to investigate senior citizen discounts. Ask each student to obtain information on the amount of discount offered and the age required to receive a discount as a senior citizen. KEY QUESTIONS: Why do businesses offer senior citizen discounts? What do the businesses gain? Do senior citizens take advantage of available discounts? Why?

TS2:18 Have each student compile a list of businesses or services that offer discounts to senior citizens. Details about the discount should be noted such as when the discount is in effect, the amount of the discount, or any limitations about the discount. If research is to be conducted in a large community, adaptations can be made such as assigning each student a specific area or a specific business such as restaurants, movie theaters, pharmacies, or department stores. Contact newspapers with the information suggesting a feature article on community businesses that offer senior discounts. Compile the information into a flyer for distribution upon request.[B]

Information on Services or Benefits

TS2:19 Ask a United Way representative or a social worker from a community agency to discuss with the class how persons find out about available services. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Where can general information be obtained about senior citizens' discounts in the immediate area? Can senior citizens request to receive updated information about local discounts available to them, such as through a mailing list? What are the most frequently used and popular discounts now available to senior citizens? Lead a class discussion about how the representatives or agencies promote their services. CRITICAL QUESTION: What are some other ways to promote this service?

TS2:20 Have each student write a telephone directory advertisement, radio Public Service Announcement, or a publicity brochure to tell about a specific service or an agency. CRITICAL QUESTIONS: How can elderly persons find out about services? What role does the caregiver play in finding out about services?[B]

TS2:21 Prepare a concentration game that will match a source of information with a service needed by the elderly. Examples of sources include the following: United Way adult care center or counseling, Senior Texans Employment Program (STEP) work and training for low-income elderly, and Nursing Home Ombudsman Services that investigate complaints by or on behalf of nursing home residents. Divide the class into two teams or have each student work with a partner and make as many matches as possible. Some sources may match more than one service.

The Elderly and Community Volunteers

TS2:22 Lead students to brainstorm typical volunteer services that are provided for the benefit of the elderly. CRITICAL QUESTIONS: What kind of people volunteer? Why are volunteers important to the elderly? What motivates an elderly person to want to become a volunteer? What benefits can an elderly person receive by volunteering? What are the benefits to an elderly person who receives volunteer services from another elderly person versus a young person? How can more people be motivated to volunteer? What motivates young people to volunteer? Why do some young people not volunteer?

TS2:23 Have each student bring to class news articles describing activities or opportunities for volunteers who work with the elderly. Lead a class discussion on the types of programs available. KEY QUESTIONS: In what general areas are volunteers needed more frequently? How can volunteer work be important to future employment?[B]

TS2:24 Organize class members to help senior citizens shop. Contact a retirement home or senior activity center and make arrangements for class members to aid seniors during a shopping trip. Have each student compile a list of some of the difficulties that were encountered during the shopping excursion. The list can include entries, such as problems with mobility of the elderly due to the physical layout of the store, problems finding correct sized items, and difficulties met during checkout time. This strategy can be integrated into an FHA/HERO activity.

Intergenerational Care

TS2:25 Duplicate and distribute Teaching Aid 13, Reflections on Intergenerational Relationships. Ask a student volunteer to read the three quotes listed at the top of the Teaching Aid. Lead a class discussion about the benefits of intergenerational programs. KEY QUESTIONS: What are some skills that the elderly can pass on to the younger generation? What are some life experiences such as raising children, coping with stress, marriage, and family difficulties that an elderly person has been through. Will these life experiences, if shared, prove to be helpful knowledge in guiding young adults? What are some things that a young adult can teach an elderly person? What are some social and emotional benefits that both the elderly and the young receive as a result of spending time together?

TS2:26 Duplicate and distribute Teaching Aid 13, Reflections on Intergenerational Relationships. Have each student choose one quote from the three quotes listed under the heading *Assignment.* Ask each student to write a one-half to one-page paper describing a situation or experience once encountered with an elderly person that is reminiscent of the selected quote. Have students read their papers to the other class members.[B]

TS2:27 Contact the director or representative of the community senior citizen's center and inquire about allowing the class to participate with the senior citizens during one of the activity times. Ask the director or representative if it would be possible for senior citizen members to teach students a skill or game that is familiar to the members, such as needlework, dominoes, pool challenges, bingo, dance aerobics, holiday crafts, or singing. Instruct students prior to the learning tour to get to know at least one senior citizen by name while at the center. After the learning tour, have each student write a general thank-you note to all the senior citizens. The letters should include the following information: name of the person met, what the student enjoyed most about the day, what new experience was learned, and a note of thanks to all the senior citizens who were there. Examine the letters prior to mailing. (Make sure to get the mailing address of the center before you leave the center.)

TS2:28 Ask students to think back into their childhood about an elderly person that was special to them. The elderly person can be a grandparent, a relative, a neighbor, or an acquaintance. Have class members brainstorm for answers to the advantages of having a relationship with an elderly person? Summarize students' answers on the chalkboard or overhead projector. KEY QUESTIONS: Why do elderly people enjoy being around children? Why do elderly people in general seem to have more patience with children and their concerns? Why do younger children enjoy the company of elderly people? What can children do for the elderly? What do children enjoy most about the elderly?

HIGHLIGHTS OF CURRENT LEGISLATION

TS2:29 Lead a class discussion about important legislative acts and amendments concerning the elderly as shown under the headings—*Highlights of Current Legislation, Legislative Bills Affecting The Elderly, and Organizations Concerned With Legislation For The Elderly* in Chapter 2 of the Reference Book. KEY QUESTIONS: What was the major emphasis of the legislation? In what ways did it help the elderly?[C]

TS2:30 Contact representatives from organizations concerned with legislation for the elderly such as active members of AARP, Gray Panthers, and the Silver Haired Legislature. Invite contacted representatives to speak on a panel about the purposes and current activities of their organization. Guide students in preparing questions prior to the arrival of the panel. Questions should include the following: When did your organization come into existence? Was there a particular incident that instigated the beginning of the organization? Who founded the organization? What are some significant accomplishments of your organization? What are current issues of concern to your organization? Have each student write a one-page paper describing the organization of their choice.[B][C]

LEGISLATIVE BILLS AFFECTING THE ELDERLY

TS2:31 Have each student write a position paper (pro/con) on pending legislation affecting the elderly. Current topics can be found in magazines, such as *Modern Maturity* or by contacting a representative of Gray Panthers, AARP, or the area legislator's office.[B]

ORGANIZATIONS CONCERNED WITH LEGISLATION FOR THE ELDERLY

TS2:32 Have each student define the word *advocacy* on a sheet of paper. Have student volunteers share their definitions with the class. Use the definitions to lead a class discussion on advocacy. CRITICAL QUESTIONS: Why do the elderly need advocates? What are the advantages of advocacy groups over individual action? Do the elderly need advocates more than other groups? Why?

TS2:33 Have each student interview an elderly person who is a member of AARP, Gray Panthers, or the Silver Haired Legislature. Guide students in developing a questionnaire to be used during the interview. Include topics that will answer questions concerning the cost of dues, benefits of membership, and any membership criteria. Have students share information with the class.

TS2:34 Write on the chalkboard or overhead projector the organizations that help keep the elderly informed of new legislation. (Refer to the organizations listed under the heading, *Organizations Concerned With Legislation For The Elderly* in Chapter 2 of the Reference Book.) Ask each student to select a different organization and prepare a poster advertising the group that being promoted. Have each student explain the purpose of the organization being promoted. Display the promotional posters in the classroom display case.[C]

ORGANIZATIONS CONCERNED WITH QUALITY ADULT CARE SERVICES

TS2:35 Have each student interview a representative from an organization as listed in Teaching Aid 14 (a, b, c), Supporters of Quality Adult Care. Guide students in preparing questions prior to the interview. Questions should include the following: What services or information are available through your organization? In what areas do you serve the elderly most frequently? How can the elderly and their families find out about your services? Have students develop a visual display to advertise the organization and its services. Include address and telephone number for further information. Display in the classroom display case.

TS2:36 Duplicate and distribute Teaching Aid 14 (a, b, c), Supporters of Quality Adult Care. Have each student select one of the organizations listed and write a one-page paper describing a problem situation involving an elderly person and how a solution was reached utilizing the organization's services. The story should include the following: How the problem situation developed, those involved or affected by the situation, what organization was contacted for information and counsel, and the solution found through the guidance of the organization. Have student volunteers read their papers to the class. Lead a class discussion about benefits that the elderly and their families can obtain by utilizing the services of organizations as mentioned in students' papers. KEY QUESTIONS: Did the information from the organization help the elderly person or family reach a decision about the problem situation? How? What other options would have been available if information and help had not been obtained through the services of the organizations mentioned in students' papers?[B]

TS2:37 Lead a class discussion on the importance of organizations that support quality adult care and how they serve as resource centers for the elderly and their families. KEY QUESTIONS: How can organizations that support quality adult care affect the services for the elderly in their respective communities? In what ways do quality adult care service organizations help families of the elderly? In what ways do quality adult care service organizations help the elderly directly?

3

Job Opportunities in Services for the Elderly

ESSENTIAL ELEMENTS

- Identify employment opportunities and preparation requirements in chosen field.(a2A)
- Identify opportunities for business ownership.(a3A)

OBJECTIVES TO ACHIEVE

- Cite entry-level jobs in services for the elderly.
- Identify career and job opportunities in services for the elderly.
- Describe entrepreneurship in the field of aging.
- Discuss emerging opportunities in elder care.
- Summarize the benefits and rewards of working with the elderly.

JOB OPPORTUNITIES

Entry-Level Jobs

TS3:1 Ask students to name entry-level jobs that they know of in services for the elderly. Write on a chalkboard or overhead projector the jobs that students mention. Provide classified advertisements from newspapers, including at least one newspaper from a large city, so students may be made aware of additional opportunities in more populated areas. KEY QUESTION: What types of physical surroundings should persons seeking employment in services for the elderly expect to be able to choose from?[C]

TS3:2 Duplicate Teaching Aid 15 (a, b), Common Duties of Entry-Level Jobs. Have each student choose one of the following entry-level jobs: dietary aid, home health aid, companion, housekeeper, or caregiver. Ask students to compile a list of duties that would most likely be involved in the entry-level job that they chose. Refer students to the Teaching Aid for examples of specific duties to choose from. Students who already work in entry-level jobs for the elderly can list the duties they are required to perform in their specific jobs. Allow students to share their lists with the class and lead a discussion about common duties that can be expected upon entrance into the field of services for the elderly. CRITICAL QUESTIONS: Who decides which tasks or duties should be performed? Which entry-level positions would involve mostly health care duties? personal care? domestic chores? Will entry-level positions provide sufficient background for career opportunities? At what point will special training, certification, or education become necessary for advancement?[C]

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* TS 3:1 indicates teaching strategy, chapter 3, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS3:3 Have students select a partner. Ask each team to draw a card naming a specific entry-level job in services for the elderly. (Prepare cards ahead of time.) Have each team develop a pantomime depicting some of the duties required by that job. Have the other teams try to identify the specific job portrayed.[C]

Opportunities For Advancement

TS3:4 Have each student bring to class five advertisements from newspapers for employment opportunities in elderly care services. Ask students to choose a partner to work with and assign each pair of students to develop a poster categorizing the advertisements into sections, entry-level jobs, and higher-level jobs. Lead a class discussion about the requirements or skill levels necessary for application to the different advertised jobs represented on the students' posters. Display posters in the classroom or class display case. KEY QUESTIONS: How does skill level relate to the amount of responsibility given to employees? Does skill level determine the amount of salary that employers are willing to offer? Why? Do entry-level jobs offer an opportunity for advancement?[C]

TS3:5 Have students select one position in elder care services and conduct a personal interview with someone employed in that position. Guide students in preparing questions prior to the interview. Questions should include the following: What are the duties of the position? What are the advantages and disadvantages of the position? What personal characteristics are desirable for one employed in the position? What opportunities for advancement are available? What education or training is needed to be employed in the position? Where can the training be obtained? Have students share their findings with other class members. Allow students to question each other about the positions researched. CRITICAL QUESTIONS: Why would this particular job be desirable or undesirable for you? What potential do you have for success in this job? What skills or characteristics would you have to develop to be more competent on this job?[B][C]

TS3:6 Take students on a tour of a facility where elder care is provided, such as a care center for the elderly, a retirement center, or a long-term care facility. Have students list each type of job they observe, indicate if the job is entry-level or higher-level, and identify the duties they observe employees performing for each job. Lead a class discussion comparing students' observations. KEY QUESTIONS: How does an entry-level job compare/contrast with a higher-level position? What factors can be used to determine which jobs are entry-level jobs? What factors can be used to determine which jobs are higher-level positions? Which entry-level jobs provide opportunities for advancement? Cite one example.[C]

Related Job Opportunities

TS3:7 Invite the school counselor, a community college counselor, or college personnel representative to speak to the class on the topic of where training can be obtained to maximize job opportunities in services for the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What type of company or business is most likely to offer on-the-job training? What type of training in services for the elderly is presently available in the community? What kind of short-term types of training are available? long-term? What certificates are available? Is a certificate required to work as an aid in a long-term care facility? What are some of the costs as well as advantages/disadvantages associated with long-term training versus short-term training? Catalogs from postsecondary schools, vocational/technical centers, and colleges or universities that offer such training can be displayed for students to examine.[C]

TS3:8 Obtain a listing of the elder care facilities in your county by writing to the State Department of Health (see reference list item C for further information). Lead a class discussion about the number and types of elder care facilities in the community. KEY QUESTIONS: What kinds of facilities are available? Are there more of one kind than another? Why? What type of elder care is not represented in your community? CRITICAL QUESTIONS: What factors determine the types of care facilities located in your community? What employment opportunities are offered in these elder care facilities?[C]

Entrepreneurship in The Field of Aging

TS3:9 Write on individual cards the names of types of elder care facilities located within the community. Ask each student to identify the opportunities for entrepreneurship in the field of services for the elderly and then have each student select a card. Students should interview the administrator of the facility (written on the card they chose) to obtain information regarding the requirements for opening such a facility. Guide students in preparing questions prior to the interview. (If your community does not have a variety of elder care facilities, ask students to write a letter to the administrator of a facility outside of the community.) Questions should include the following: Are there minimum licensing standards to be met? If so, what agency is responsible for licensing? What standards must be met, if any? Approximately how much money is required to establish the facility? What services are offered? How are fees for services determined? Allow students to present a report on their interviews to the class. CRITICAL QUESTIONS: Would the student like to establish this type of elder care facility? Why?[C]

TS3:10 Ask each student to interview three elderly people in the community. Guide students in preparing questions prior to the interviews. Questions should include the following: Do you have need for a service that is not presently available to you? Do you have needs that are not able to be met through your community? What types of services would you utilize if they were made available to you? Examples of areas of need include lack of wheelchair access to a facility or the need for home delivery service of groceries during illness. Have students share their information with the class and develop a plan for a simulated business that will meet one or more of the needs identified. Lead a class discussion on the relationship of community needs and wants to the success of a new business. KEY QUESTIONS: To what extent does the success of a business depend upon the needs of consumers? How can surveys be helpful in determining the future success of a business enterprise?[B][C]

TS3:11 Lead students to brainstorm for creative new business opportunities that may service or attract older consumers or persons responsible for dependent elders. Write ideas on the chalkboard or overhead projector. Have students vote for the "business most likely to succeed" from those listed. Divide the class into small cooperative learning groups. Have each group prepare proposal steps they would take in the start-up of the new business voted on by the class.[B][C]

TS3:12 Duplicate and distribute Teaching Aid 16, Entrepreneurship Advantages and Rewards. Have each student rate the advantages of entrepreneurship in order of personal importance. Have student volunteers share their results and the reasons for their choices with the class. Lead a class discussion on the traits of a successful entrepreneur by referring to the list provided at the bottom of the Teaching Aid. KEY QUESTIONS: Is *persistence* an important characteristic to have in the field of entrepreneurship? Why? What type of personality or personal style should the entrepreneur exhibit that would be necessary in networking with other business persons in the community? What personal characteristics would be necessary to attract and keep clientele. CRITICAL QUESTIONS: Can support from the business community play a significant role in the successful ventures of the entrepreneur? How? How could traits that are lacking be developed or compensated for? What would the likely impact be of an entrepreneur lacking specific traits listed?[C]

TS3:13 Invite the owner of a small business to come and speak to the class about his or her experiences as an entrepreneur. The Chamber of Commerce or the Better Business Bureau could possibly supply a list of available speakers. Ask the speaker to discuss some early experiences in starting up a business. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are some of the unique challenges that are encountered by entrepreneurs? How can these challenges be prepared for or dealt with? What suggestions can be made that would help an entrepreneur be better prepared prior to embarking into the small business world? If you could start all over again in your business, what would you do differently? What kind of support system is available to the small business owner? Have each student write a one-page paper on the topic of *Entrepreneurship: Helpful Hints.*[B][C]

Emerging Opportunities

TS3:14 Lead the class to brainstorm for possible future occupations in the field of aging. Occupations can include those related to food, clothing, medical, personal service, or entertainment and leisure. Write on the chalkboard or overhead projector the different occupations mentioned by class members. Divide the class into small cooperative learning groups and have each group choose one of the occupations listed. Ask each group to elect one student to take notes. Each group should respond to the following questions according to the occupation they selected. Why would this new business flourish in the future? If this new business would have been introduced ten years ago would it have been as successful? Why? Have one person from each group present the group's summary to the class. KEY QUESTION: What does the growing number of elderly in today's society mean for the business world of tomorrow?[C]

TS3:15 Duplicate and hand out Teaching Aid 17, Elder Care Needs of The Future. Discuss the implications that the attitudes and circumstances highlighted by these quotes have in meeting the future needs of a growing elderly population. KEY QUESTIONS: What type of future services may be available that will help utilize the productive skills of the elderly? Will community services for the elderly become more or less important in the future? Why? Could volunteer services for the elderly become overburdened? CRITICAL QUESTION: If government programs and volunteer services for the elderly are no longer able to fully meet the needs of the elderly how will this affect new business' development?

TS3:16 Have each student write a two-page paper on the following topic—*Health Awareness for the Aging and its Impact on Future Occupational Opportunities.* KEY QUESTIONS: How has the increase in awareness of preventive health opened new market areas in the business world? What type of future businesses might support the elderly in the area of preventive health care? CRITICAL QUESTIONS: How will this impact the need for specialists in the fields of health and nutrition? Why?[B][C]

TS3:17 Ask each student to imagine a business of the future that would be specifically for the benefit of the elderly population. Have each student create a visual display to promote the new business and attract clientele. The visual display should include the name of the business, a logo, and consumer information about benefits of the new product, service, or business. Allow volunteers to present and discuss their visual displays with the class. Display students' projects in the classroom or class display case.[B][C]

Benefits / Rewards of Working With The Elderly

TS3:18 Lead students to brainstorm demands and rewards of a job in services for the elderly. Ask a student to record ideas on the chalkboard or overhead projector as ideas are mentioned. Conclude the activity by asking each student to write a one-page paper on the demands and rewards of a job in services for the elderly. Students should choose one of the listed rewards and one of the listed demands to include in their papers. CRITICAL QUESTIONS: Are the demands in services for the elderly different from demands in other jobs? How can one cope with each of the demands listed? Do the rewards outweigh the demands? Why? Are the rewards mainly tangible or intangible? Which is more important to you? Why?[B][C]

TS3:19 Invite persons employed in various facets of services for the elderly to participate on a panel. Guests can include employees from full time nursing care facilities, such as a registered nurse, a food service manager, and an administrator; home health caregivers; or volunteers of various educational, recreational, and fitness programs designed for the elderly. Guide students in preparing questions prior to the arrival of the panel of guests. Questions should include the following: What are the demands of your career? What are the rewards of your career? How does your job affect your personal life? How does your job affect your family life? Lead a class discussion about the different challenges of jobs in services for the elderly. KEY QUESTION: What are some unique aspects about jobs that serve the elderly? CRITICAL QUESTIONS: How would the same job change if it were in service to twenty-year-old persons rather than to the elderly? (For example the menus planned by a cafeteria manager would be very different.) Why? This strategy can be integrated into an FHA/HERO activity.[C]

TS3:20 Divide the class into two teams to debate the following statement: *The rewards that accompany a job in services for the elderly far outweigh the demands.* Assign one team the task of supporting the statement and assign the other team the task of denying the statement. Each team should elect a first-round leader that will represent their team. Allow five minutes for each team to brainstorm. Allow each team leader a two minute time period to present information identified by the group that supports or denies the topic statement. After the initial information is presented, have each team choose a second-round leader. Allow teams five minutes to brainstorm for information to refute the opposing team's statements. Announce that time is up and allow the second-round leaders from each team two minutes to counter any statements made by the opposing team. Conclude the debate by summarizing some of the major points that were presented by both teams.[C]

4

Employee Qualifications

ESSENTIAL ELEMENTS

- Demonstrate productive work habits and attitudes.(a2E)
- Apply principles of time management and work simplification when performing assigned tasks.(a2J)
- Identify ethical practices and responsibilities.(a2K)

OBJECTIVES TO ACHIEVE

- Describe the factors affecting the physical capabilities helpful for working in services for the elderly.
- Identify attitudes important for the elder care employee.
- Describe the ethics needed by employees working in services for the elderly.
- Summarize desirable qualities needed by elder care employees.
- Identify good work habits that lead to job success in services for the elderly.
- Cite how time management contributes to accomplishing routine work efficiently.
- Summarize work simplification.

EMPLOYEE CHARACTERISTICS

Physical Capabilities

TS4:1 Lead students to brainstorm for physical capabilities that are important to an employee in services for the elderly. Ask a volunteer to write capabilities suggested by the class on the chalkboard or overhead projector. Compare the student-compiled

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* TS 4:1 indicates teaching strategy, chapter 4, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

list with the capabilities listed under the heading of *Physical Capabilities* in Chapter 4 of the Reference Book.[C]

TS4:2 Have each student rank in order of importance the physical capabilities listed above. Compare rankings and lead a class discussion about the capabilities that are viewed as most important. CRITICAL QUESTIONS: How would the rankings change if the student were an employer? How would they change if the employee were caring for the student's grandmother? What would the rankings be if the student were an elderly person being cared for?[C]

TS4:3 Duplicate and distribute (or view) Teaching Aid 18, Would You Hire This Person? Ask each student to read the case studies and form decisions about general employment characteristics. KEY QUESTIONS: How were decisions made? What additional information was desired from the potential employee? How important are first impressions in personnel decisions? Is that level of importance good or bad?[C]

TS4:4 Invite an employer or personnel director to talk about the personal characteristics they look for in hiring employees to provide services for the elderly. Ask the employment representative to focus on characteristics that seem to be associated with persons successful in services for the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What characteristics are needed by those employed in services for the elderly? Why are those characteristics important? What characteristics are undesirable for employees in services for the elderly? How important is an employee's attitude to job success? Which is more important to job success skills or attitude? Have each student write a one-page paper on the topic of characteristics of successful employees in services for the elderly. This strategy can be integrated into an FHA/HERO activity.[C]

Attitudes

TS4:5 Ask students to visualize themselves as employers in any field. Have students suggest attitudes they would look for in employees, no matter what the field. Examples include the following: honesty, cooperation, initiative, willingness to learn, willingness to follow directions, dependability, tactfulness, confidentiality, and other similar positive traits.[C]

TS4:6 View Teaching Aid 19, Career Success in Elder Care Services. Lead a class discussion on the personal attitudes most desirable for persons employed in services for the elderly. Give an example of an employment situation in which each attitude would be important. CRITICAL QUESTIONS: Why is each attitude important? What other attitudes do you see as important for employees in services for the elderly? Why? How will possession of these attitudes affect career success? How can desirable attitudes for elder care services vary from desirable attitudes for employment in other areas of HECE?[C]

TS4:7 Have each student complete Teaching Aid 20, Personal Inventory of Attitudes. Stress that the inventory is meant for personal awareness rather than sharing.[C]

Ethics

TS4:8 Divide the class into four cooperative learning groups (may use individual students instead of groups). Give each group a card that lists an ethical trait needed by an employee in services for the elderly. Have each group develop a definition for the ethical trait, discuss situations that require a decision based on this principle of behavior, and tell why an employee working with the elderly needs to have this ethical trait. Allow each group to present their ideas to the class.[B][C]

TS4:9 Have each student choose one of the following ethical traits to write about: loyalty, honesty, objectivity, respect, or confidentiality. Divide the class in half and ask the first group to write a fictitious story involving an elder care service employee (Anne) violating an ethical trait while on the job. Include the consequences that she suffered. Ask the second group to write a fictitious story involving an elder care service employee (Elizabeth) practicing an ethical trait while on the job. Include the rewards that she reaped. Have student volunteers share their papers with the class. Lead a class discussion about some of the consequences Anne must face due to lack of good ethical traits. Consequences faced can be loss of job, loss of co-worker trust, and loss of promotion. Contrast the consequences faced by Anne with rewards received by Elizabeth who practices good ethics. KEY QUESTIONS: How does practicing good ethics help in establishing a professional reputation? What do ethical traits have to do with on-the-job relationships? How do ethical traits such as loyalty, objectivity, honesty, confidentiality, and respect, apply specifically to elder care services?[B][C]

TS4:10 Have each student interview two senior citizens to determine which ethical traits are most important when working with the elderly. Guide students in preparing questions prior to the interviews. Have each student ask each person being interviewed to rank the ethical traits (loyalty, honesty, objectivity, respect, and confidentiality) in order of personal importance. Questions should include the following: What is the most important rule of conduct that a personal caregiver should exhibit in daily relationships with the elderly? Why? Interview results should include reasons for the senior citizens' decisions. Share the results of the interviews in class and tabulate the results to determine how senior citizens rank the importance of loyalty, honesty, objectivity, respect, and confidentiality.[C]

TS4:11 Have each student define the term *confidentiality.* Ask students to briefly state why confidentiality is an important part of their personal relationships. Allow students time to share their answers with other class members. Lead a class discussion about the importance of confidentiality. KEY QUESTIONS: What do trust, respect, and loyalty have to do with confidentiality? What are the repercussions of an employee relating confidential information entrusted to him or her by an employer? What are some examples of confidential information an employee might have access to while employed at an elder care facility? Are there times when confidential information obtained should be reported? In what cases?[C]

TS4:12 Divide the class into cooperative learning groups. Ask each group to imagine a predicament that might occur as a result of a broken confidence between a caregiver and an elderly person in a long-term care facility. Have each group present a skit that depicts the beginning level of trust, how the confidential information was received, how the confidentiality was broken, the consequences, changes in trust level, and the resolution that followed. Acting parts should include the caregiver, the elderly person, and at least one other person (supervisor, relative, other caregiver, or other elderly person). KEY QUESTIONS: What are some of the repercussions of a caregiver's abuse of confidential information? Are levels of trust affected? How? How can changes in trust levels affect the personal bond between caregiver and care receiver? How difficult might it be to regain the confidences of others? How does lack of confidentiality speak about one's level of professionalism? How can lack of confidentiality on the part of co-workers and staff members affect relationships throughout the working environment as well as relationships with the elderly whom they serve?[C]

TS4:13 Invite a medicaid representative or a health insurance representative to speak to the class about abuses and unethical practices by beneficiaries for the purposes of financial gain. Guide students in preparing questions prior to the speaker's arrival. What are the most common abuses of medicaid or health insurance that involve elderly clients? What legal penalties are involved in insurance abuses? What can be done to help insure that medicaid and health insurance resources and services are utilized properly? Lead a class discussion about the importance of avoiding insurance abuse by practicing good ethics. CRITICAL QUESTION: How does the practice of good ethics relate to obtaining only those services and goods that will benefit and be used by the elderly person?

Qualities

TS4:14 Have each student select a card listing a desirable quality needed by elder care employees. Have students report to the class why that quality is important in someone working with the elderly and give a situation which requires that quality to be used.[C]

TS4:15 Have class members work in cooperative learning groups to develop visual displays that illustrate the qualities important in an elder care employee. One example can be a sketch of an elderly person faced with an embarrassing situation (falling) and a sketch of the response of a caregiver entering into the situation in a manner that demonstrates desirable qualities of a caregiver as listed under the heading, *Qualities,* in Chapter 4 of the Reference Book.

TS4:16 Develop a set of flashcards using the attitudes, ethical traits, and qualities needed by a person working with the elderly. Write the name of the attitude, ethical trait, or quality on one side of the card and the definition or description of that word as it relates to elder care on the other side. Use 5 x 7 index cards or half of a file folder as a card, if the class participates as two teams. Small index cards are suitable for individual review. Hold up one card at a time using either side of the card. The student whose hand is raised first and answers correctly receives a point for that team. The team that has the most points wins the game and can be given a small award or special privilege.[C]

Good Work Habits

TS4:17 Have each student define and discuss the following : *punctuality and dependability, good use of work time, use of proper language, respect of confidential information, and good sanitary habits.* KEY QUESTIONS: Who decides on the definitions of these terms, employees or employers? How many times can a person be late for work and still be considered punctual? How many times can a person miss work and still have good attendance? How can good working habits be developed? What are examples of good sanitary habits? What information about an elderly person would be considered confidential?[C]

TS4:18 Using a scale of one to five (with five being the most important), have each student rate the importance of these work habits: punctuality and dependability, use of proper language, good use of work time, respect of confidential information, and good sanitary habits. Compare the students' rating results of each of the work habits. CRITICAL QUESTIONS: Why do people rate these work habits differently? Does the importance of the work habits vary by job? Would employers rate them differently? Why?[C]

TS4:19 Invite a panel of employers and/or supervisors from elder care facilities to participate on a panel. Ask participants to talk about work habits that are essential to employees who provide care to elderly persons. Guide students in preparing questions prior to the speakers' arrival. Questions should include the following: What are some of the actions that employers or supervisors often take as a result of habitual abusers of good work habits? What types of warnings do employees typically receive? What types of rewards are offered to those who continually practice good work habits? Have each student list on a piece of paper work habits that are essential to employees who provide care to elderly persons as presented by the panelists.[C]

TS4:20 View the videotape *A Career in Caring*, Terra Nova Films, Inc., (see reference list item 3 for further information). Ask class members to identify the qualities needed by a person who desires employment as a companion/aide to an elderly person. Following the examples of inappropriate professional conduct, stop the tape to allow students to role play appropriate work habits for each situation.[C]

Time Management

TS4:21 Have students individually estimate the amount of time they spend each day for sleeping, eating, schoolwork, recreation, grooming, and visiting. After the estimates have been recorded, ask each student to keep a log of personal activities for three days, recording activities at fifteen minute intervals. At the end of the recording time, ask participants to total actual time spent in each category named above. CRITICAL QUESTIONS: Why are there differences in estimates and actual amounts of time spent in any one activity? Why do people have poor estimates of how long some tasks require? How do they feel about the actual times? How much control do they have over each of the categories? What changes can be made in time use?[C]

TS4:22 Ask each student to interview an employer about the biggest " time-wasters" on the job. Guide students in preparing questions prior to the interview. Questions should include the following: What are examples of "time-wasters?" In which situations do you observe time wasted most often? Allow students to share their answers with the class. Write the most frequently named "time-wasters" on a chalkboard or overhead projector. Divide the class into cooperative learning groups and let each group brainstorm on one of the "time-wasters", coming up with strategies to eliminate the problem or to lessen the problem. Have elected group leaders share their group's strategies with the class.[C]

TS4:23 Take students on a learning tour of an elder care facility or ask students to observe their own training sites. Have each student select a specific task performed by an employee and evaluate the way the task is accomplished based on the information in Teaching Aid 21, Time Management. Each student should suggest possible ways to improve the task performance and identify the rule of time management used.[C]

TS4:24 Ask each student to analyze one case study on Teaching Aid 22, Multiple Roles of Individuals. Have each student write a two page paper that describes the case study, proposes a solution to the problem, and gives justification for the decision. Ask student volunteers to share their papers with the class and lead a discussion about both the advantages and disadvantages of the suggested solutions. KEY QUESTIONS: What problems are faced by the worker? In what different ways can a job affect a person's relationship with his or her family and friends? NOTE: If students need help getting started, suggest that they focus on planning and communication as management strategies.[B][C]

Work Simplification

TS4:25 Lead a class discussion on the meaning of *work simplification*. Have class members choose one of the principles of work simplification (eliminate, combine, rearrange, simplify). Lead students to brainstorm ways to use that principle for organizing work when caring for an elderly person. Write students' various responses on the chalkboard or overhead projector. KEY QUESTION: How can work simplification affect the level of frustration that a caregiver might be experiencing?

TS4:26 View Teaching Aid 23, Work Simplification. Explain how work can be simplified by asking general questions about specific tasks. Lead a class discussion on how tasks can be simplified by asking the questions *what*, *when*, *where*, *who*, *how*, and *why* concerning the tasks to be accomplished. For example, answering the question *why* may lead to the discovery that a task is not really necessary, and that in itself is certainly a form of work simplification. CRITICAL QUESTIONS: How does the answer to one question affect others? (*How* to travel to the grocery store may be determined by *What* is to be purchased, *When* the trip will be made, and *Where* the store is located.) Which question seems the most important? Which question is the most difficult to answer? Does work simplification apply only to paid employment? How can work simplification be used in daily life?[C]

TS4:27 Have students analyze a household task to determine whether the task can be simplified. Ask them to observe a family member carrying out a common household task, such as washing dishes, making a bed, making a cake, bathing a baby, or any other common task. They should analyze how the task was done and suggest a plan to simplify the task. Students should turn in a written description of the task observed and the suggested plan.[B][C]

5

Physical Needs of the Elderly

ESSENTIAL ELEMENT

- Identify characteristics and care needs of the elderly.(n1B)

OBJECTIVES TO ACHIEVE

- Describe the physical needs of the aging person.
- Cite factors that affect the process of aging.
- Summarize the physical changes that typically occur as a person ages.
- Describe signs to look for when observing physical changes.
- Find measures to lessen the effects of physical changes in the elderly person

BASIC NEEDS OF THE ELDERLY

TS5:1 Have each student write a definition for the words *independence* and *dependence* on a sheet of paper. Share each student's definitions and develop a single definition that best describes each word. Have a student volunteer write on the chalkboard or overhead projector both definitions. Ask students to give examples of what is meant by fostering independence and what is meant by fostering dependence. Brainstorm for ideas on why the elderly may on one hand fear independence while on the other hand fear loss of independence. KEY QUESTIONS: What can caregivers and family members do to help foster independence in the lifestyles of the elderly? In what ways does fostering independence in the elderly help the elderly? In what ways does fostering independence in the elderly help the caregiver? How can fostering dependence in an elderly person be harmful? What can caregivers and family members do to alleviate an elderly persons's fear of independence without promoting a fear of dependence?[B]

TS5:2 Lead students to brainstorm names of relationships other than caregiver/elderly that are also a mixture of dependent/independent relationships, such as mother/infant.

* TS 5:1 indicates teaching strategy, chapter 5, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

CRITICAL QUESTIONS: In a marriage relationship, which partner is dependent on the other? (One person may be more dependent on the other in some situations, while in other circumstances roles are reversed. For example, when one is sick, the other may take over. When one is out of town, the other may take over.) In the caregiver/elderly relationship, how can the caregiver promote independence? (Answers include adapting the environment to promoting self-care, helping the older person continue to feel respected and valuable despite limitations, avoiding immediately performing small tasks for an elderly person, involving elderly in decisions, and treating elderly with respect.)

TS5:3 Divide the class into cooperative learning groups and ask each group to discuss one case study on Teaching Aid 24, Encouraging Independence. Ask each group to use the questions provided with each case as a guideline for discussion. Have an elected group leader share his or her group's ideas with the class. CRITICAL QUESTIONS: Are there different stages of dependency? How can a caregiver help an elderly person build independence? dependence? How can a caregiver preserve the balance between giving help and creating dependence?

PHYSICAL CHANGES

TS5:4 Refer to Teaching Aid 25, Medical Problems of Aging. Write on the chalkboard or overhead projector the definition of *aging*. Have students share their own definitions of the word. Lead a class discussion based on the statement, *Being old is not the same as being ill*. KEY QUESTIONS: What are some common signs of aging that are not signs of illness? (Answers can include wrinkles, gray hair, and age spots.) When does aging begin to occur? What are some of the special problems that occur as a result of aging?

TS5:5 Lead a class discussion about the influences on the process of physical aging. After examples have been named such as exercise, physical health, nutrition, and other related influences, ask students to rank the influences from most important to least important. KEY QUESTIONS: Why are the lists different? Are some things more important influences for one person than for another?

TS5:6 Lead a class discussion on the information in Teaching Aid 26, Physical Changes of Aging. KEY QUESTIONS: Would any one person experience all the physical changes associated with aging? What can influence the changes experienced? Who notices these changes the most, the elderly person or others?

TS5:7 Have students work in cooperative learning groups to design display materials that suggest how a lifetime of good health practices can affect the aging process. Include such good health habits as proper rest, good nutrition, regular exercise, health exams, and controlling stress. Display materials can be used for a health fair or brought to a Senior Citizens Center.

Physical Appearance

TS5:8 Have students obtain pictures of elderly persons they know, one picture from when they were young and one recent picture. Ask students to examine the pictures for signs of physical change. CRITICAL QUESTIONS: How is the person different? How is the person the same? How has the person changed externally? What influenced the exterior changes? What physical changes were most common among the elderly persons viewed?

TS5:9 Have students list changes in the physical appearances of elderly persons. Lead a class discussion on how individuals adjust to these changes. KEY QUESTIONS: What changes have caused the greatest problems? What changes would bother students most, as elderly persons themselves or as caregivers? What changes seem to be most prevalent among the elderly?

Internal Organs and Systems

TS5:10 Invite a gerontologist or geriatric nurse to speak to the class about the physical changes of aging, such as decreased physical skills and capabilities, decreased hearing and seeing abilities, decreased intellectual capacity for learning, and declining internal body functions. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What physical changes occur as a result of aging? What steps can be taken to slow down physical changes of aging? What disabilities may develop in the later years? How might an elderly person adjust to the physical changes that do occur? Have each student write a one-page paper about ways to slow physical changes of aging, and what caregivers can do to help the elderly adjust to physical aging changes that do occur.

TS5:11 Ask students to take their pulses by placing two fingers on their wrist or neck and counting the number of pulse beats in fifteen seconds. Multiply the first number by four to get a pulse count. Have each student choose a partner and practice taking each other's pulse. Assign students to take the *resting* pulse of one elderly person, one middle aged adult, and one teenager. Write students' results on the chalkboard or overhead projector. Lead a class discussion comparing the pulse numbers of the different age groups. KEY QUESTIONS: Which age group has the highest pulse rate? Which age group has the lowest pulse rate? What does age have to do with pulse rate? CRITICAL QUESTION: How can diet and exercise affect pulse rates?

TS5:12 Have each student complete Teaching Aid 27, Aging, Organs, and Systems. Refer students to Chapter 5 under the heading *Internal Organs and Systems.* Review the answers with the class and lead a discussion on how proper diet and exercise help prevent some of the effects of aging. KEY QUESTIONS: How does regular exercise improve respiratory health and breathing ability? What are two ways to maintain cardiovascular health? What are two major dietary concerns of an aging digestive system?[B]

TS5:13 Ask each student to prepare an oral report on the internal organ and/or system changes that occur in relation to one of the following conditions: osteoporosis, stroke, Parkinson's disease, diverticulitis, Alzheimer's disease, or arthritis. Sources of information include encyclopedias and general health or medical books from the library. Have students present their reports to the class and lead a discussion comparing information from individual reports. KEY QUESTIONS: Which of the physical conditions involve similar internal organs or systems? Which of these conditions affects mental capabilities? Why are these conditions most common in elderly persons? CRITICAL QUESTION: What physical limitations are brought on by each of these conditions discussed?[B]

Sensory Changes With Age

TS5:14 Duplicate and distribute Teaching Aid 28 (a, b), Aging Behaviors and Helpful Suggestions. Lead a class discussion about behavioral signs produced by aging difficulties. Follow up by discussing actions that can be taken by caregivers to help alleviate some of the specific difficulties experienced by the elderly as listed in the Teaching Aid. Allow students to offer other suggested actions not listed on the Teaching Aid. Write them on the chalkboard or overhead projector. KEY QUESTIONS: How can an attractive plate of food help make mealtime more acceptable to the elderly with taste difficulties? How can caregivers become more sensitive to physical changes of the elderly? How can certain behavior changes help to alert caregivers to these changes? CRITICAL QUESTION: How would the increase in volume of a caregiver's voice affect the self-esteem of an elderly person with a hearing impairment? How would the increase in volume of a caregiver's voice affect the self-esteem of an elderly person without a hearing impairment?

TS5:15 Refer to Teaching Aid 29 (a, b), Sensitizing People to the Processes of Aging: A Simulation. Have students participate in a simulation experience to gain a better understanding of the problems and adjustments facing the elderly. Ask students to identify the physical change each simulation represents. CRITICAL QUESTIONS: How did these experiences make you feel? What adjustments did you have to make? How did you feel as others watched you perform?

Motor Abilities

TS5:16 Ask each student to bring a pair of thick gloves to class. Write on the chalkboard or overhead projector the following sentence: "Fine muscle coordination affects everyday tasks." Have students put on their gloves and copy the designated sentence on a sheet of paper. Point out to the class that the difficulties encountered in this writing experiment are similar to the difficulties experienced daily by elderly with decreased motor abilities. Lead a class discussion about other difficulties that many elderly face when motor abilities decrease. KEY QUESTIONS: How much extra effort was required to write while wearing gloves? Were you satisfied with the results? Did you become frustrated or discouraged? How would stiffness in joints affect everyday tasks performed by the elderly, such as making a bed, washing dishes, mending, and getting in and out of a bathtub?

Observing Physical Changes

TS5:17 Have students complete Teaching Aid 30, Physical Observation Chart. Discuss the correct answers in class and allow students to correct their own papers. The information on this Teaching Aid will be used as a reference tool for TS5:18 and TS5:19.

TS5:18 (Complete TS5:17 prior to proceeding with this teaching strategy.) Duplicate and distribute Teaching Aid 31, Identifying Trouble Signs. Have each student identify areas of the body on Teaching Aid 30 where trouble signs may occur. Ask students to list changes in each body area that might signal a health problem. Have students use a completed and corrected version of Teaching Aid 31, Physical Observation Chart for reference.

TS5:19 (Complete TS5:17 prior to proceeding with this teaching strategy.) Draw a life-sized outline of a person on a large piece of butcher paper. Label the areas of the body listed in Teaching Aid 30, Physical Observation Chart with large numbers (hair and scalp - 1, ears - 2, nose - 3, and so on). On small slips of paper, list the numbers shown on the body outline. Have each student in turn draw a slip of paper and describe the physical changes that may occur in that area of the body which might indicate health problems. Have students use a completed and corrected version of Teaching Aid 31, Physical Observation Chart for reference.

MEASURES TO LESSEN THE EFFECTS OF PHYSICAL CHANGES ON THE ELDERLY

TS5:20 Have each student select one type of physical change to examine in depth. Students can interview elderly persons, persons employed in services for the elderly, or use other resources, such as pamphlets produced by AARP, to identify strategies for coping with the change. Guide students in preparing questions for interviews. KEY QUESTIONS: What are some suggestions for coping with change? Where can information be obtained about coping with change? Who can help the elderly cope with change?

TS5:21 Review the physical limitations that may accompany the aging process, such as vision impairment, decreased muscular strength, and hearing loss. Write on the chalkboard or overhead projector these limitations. Ask each student to identify daily tasks that may be affected by these limitations, such as meal preparation and personal hygiene. Have students suggest ways a caregiver may help the elderly increase task efficiency or reduce the effect of the limitation. Students working in services for the elderly can lend much information. Refer to Teaching Aid 26, Physical Changes of Aging for suggestions.

TS5:22 Have students bring to class several newspaper or magazine advertisements that promote products whose goal is to slow the physical changes that come with age or to treat physical changes brought on by aging. Have a student volunteer write on the chalkboard or overhead projector the names of the products advertised and the physical change each will produce. Lead a class discussion on the effect that advertising has on society's attitudes on aging. KEY QUESTIONS: Is the problem identified in the ad really a problem? Why? Which products may also be used for other age groups? What feeling about old age is presented by the ad? CRITICAL QUESTIONS: Will such products actually stop the aging process? Why? Why are the elderly susceptible to such claims?

TS5:23 Ask each student to bring to class a magazine or newspaper article recommending measures to lessen the physical effects of aging. Have student volunteers report on the articles in class. Display the articles in the classroom or class display case. CRITICAL QUESTIONS: Was the information credible? Which recommendations are most likely to work? Why? Which are not likely to work? Why?[B]

6

Emotional Needs of the Elderly

ESSENTIAL ELEMENTS

- Explain social needs and psychological needs of the elderly.(n2A)
- Determine appropriate methods to meet the social and psychological needs of the elderly.(n2B)

OBJECTIVES TO ACHIEVE

- Identify the emotional needs of the elderly.
- Describe how human needs affect the emotional well-being of the elderly.
- Summarize ways to help ease feelings of threatened needs experienced by the elderly.
- Summarize the changes/losses that may affect the emotional well-being of an elderly person.
- Identify emotional problems of the elderly.
- List factors that may promote emotional adjustments to losses.
- Describe ways a caregiver can help an elderly person adjust to losses.
- Report ways a caregiver can help an elderly person adjust to changes.

MEETING EMOTIONAL NEEDS OF THE ELDERLY

TS6:1 Have each student compile a list of common emotional needs to share with the class. Compare students' lists of emotional needs with the following basic needs: love, affection, independence, security, acceptance, recognition, trust, and socialization. CRITICAL QUESTIONS: Which of these basic emotional needs is often lacking in the lives of elderly persons? What can caregivers do to help meet the basic emotional

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* TS 6:1 indicates teaching strategy, chapter 6, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

needs of the elderly living in elder care facilities? What is the difference between meeting the emotional needs of an elderly person living in a care facility and meeting the emotional needs of an elderly person living alone? Which basic emotional needs are more easily met in elderly who live alone as opposed to elderly who live in care facilities?

TS6:2 Have each student complete the statements on Teaching Aid 32, Getting in Touch With Feelings. Remind students that they do not have to share their answers. CRITICAL QUESTIONS: What phrase was most difficult to complete? What phrase was the easiest to complete? Why? How were the answers different for projected feelings in the future? Do elderly persons have different feelings than younger persons? How do feelings influence behavior? What is the relationship between emotional and physical well being? How can a person working with the elderly learn to sense their emotions?

TS6:3 Have each student ask an employed elderly family member, neighbor, or friend for permission to observe them working on their job location. (For students unable to locate an employed elderly person, contact a retired volunteer service to inquire about elderly volunteers who would be wiling to help students with this assignment.) Ask students to identify through the conversation or observation one of the basic emotional needs discussed previously that is or is not being met in this person, such as love, affection, independence, security, acceptance, recognition, trust, and socialization. Have students share their results with the class. KEY QUESTIONS: What criteria would you use to determine if an employees are self-fulfilled in their jobs? What are some obvious signs of an unsafe working environment? Are the daily job activities producing any type of physical strain on the employee? What is the level of stress in the work environment?

Physical Survival

TS6:4 Lead a class discussion on physical survival needs of the elderly, such as rest, food, clothing, shelter, safety, activity, and the avoidance of pain. KEY QUESTIONS: What are the physical survival needs of the elderly? How are the physical needs of the elderly different from younger persons' physical needs? Why would elderly persons be anxious about their own survival? What are symptoms of anxiety? depression? paranoia? hypochondria?

TS6:5 Divide the class into two or three cooperative learning groups. Give each group a situation from Teaching Aid 33, Situations About Feelings. Allow the groups five minutes to discuss the situation, identify the physical need that is being threatened, and answer the question. Have elected group leaders share their group's ideas with the class. CRITICAL QUESTIONS: What is the relationship between human needs and emotional well-being? How are these situations similar to those faced by the elderly? How might they react? What can friends or family do to help an elderly person facing a difficult situation?

TS6:6 Invite a supervisor or other designated representative of a long-term care facility to speak to the class about the emotional well-being of the elderly. Ask the speaker to talk about how changes in the environment and daily routine affect the emotional well-being of the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What procedures are used to help a new client adjust to unfamiliar surroundings? What can care facility employees do to help meet the emotional needs of the elderly? What are some typical situations that occur in elder care facilities that require attention to the emotional needs of the elderly? After the speaker leaves, ask students to recall information from the talk about ways that caregivers can meet emotional needs of the elderly. Have a student volunteer write answers on the chalkboard or overhead projector as class members respond.

TS6:7 Ask each student to write a one-page paper describing feelings of loneliness. Lead a class discussion on circumstances that encourage feelings of loneliness. KEY QUESTIONS: What makes you feel lonely? What actions do you take when you feel this way? CRITICAL QUESTIONS: Can someone be lonely even in a crowd of people? When are the times an elderly person is most likely to feel lonely? How does loneliness experienced by an elderly person differ from the loneliness experienced by class members? How would steps effective in combatting loneliness likely differ for elderly persons and high school students?[B]

TS6:8 Lead a class discussion on the emotion of anxiety as another emotion that may confront the elderly. The elderly may feel inadequate to cope with life alone or feel a possible insecurity from lack of physical strength, loss of a partner, or other changing factors. KEY QUESTION: What are ways to handle anxiety? (Answers include determining the source of the anxiety, recognizing some unrealistic aspects of the anxiety, and getting support for handling the anxiety.)

TS6:9 Duplicate and distribute to each student four copies of Teaching Aid 34, Dealing With Fear and Anxiety. Have each student complete one of the copies. Ask each student to conduct interviews with three elderly people and use the remaining three copies of Teaching Aid 34 to record the answers from the interviews. Compare and contrast students' responses with responses from the elderly. Lead a class discussion on the rationale for the differences and similarities. KEY QUESTIONS: What anxieties do students and the elderly have in common? What anxieties are specific to the elderly? What anxieties are specific to students? How do students handle anxieties? How do the elderly handle anxieties? In what similar ways do students and the elderly handle anxieties? CRITICAL QUESTIONS: What causes anxieties to be different at different age groups? How can a caregiver help minimize anxieties of the elderly?

Safety and Security

TS6:10 Lead students to brainstorm for ways to help the elderly acquire a sense of emotional safety and security, such as calling before visiting, offering to read mail for an elderly person with poor vision, and preparing a food item that is familiar to the elderly person. Have a student volunteer write answers on the chalkboard or overhead projector. Ask students to identify the ideas that can be easily implemented and those that will be difficult to implement due to physical limitations, such as diet or confinement to a wheelchair. CRITICAL QUESTIONS: How does emotional safety and security of the elderly compare or contrast with emotional safety and security of high school students? How can gradual changes *in hearing* affect the elderly person's sense of emotional safety and security? in vision? in tasting? in smelling?

TS6:11 Have each student write a one-page paper describing how safety and security needs of the elderly can be affected by one of the following factors: income limitations, loss of spouse, isolation from children, childlessness, physical injury, or illness. Allow student volunteers to share their papers with the class. CRITICAL QUESTIONS: What other factors might threaten the safety and security needs of the elderly? How? Why do elderly persons seem to have a greater number of threats to their safety and security than other age groups?[B]

Love

TS6:12 Have each student research the findings and write a report regarding the value of pets in meeting needs of the elderly. Lead a class discussion about the results of the students' reports. CRITICAL QUESTIONS: If you own a pet, what role does that pet play for you? What would be your reaction if the pet was taken away from you? How might a pet help lessen loneliness? How can a pet help the elderly? How might the effects of a pet vary with individuals and circumstances? What kinds of pets will be best? Why?[B]

TS6:13 Have students answer the following two questions on the subject of giving and receiving love: What are some things that friends and relatives do that make you feel loved? What are some ways that you show your love to others? (Answers can include writing letters, calling a friend, or giving a friendly hug.) Ask each student to interview an elderly relative or acquaintance asking the same two questions. Have students share their interview results with class members. Lead a class discussion comparing the answers provided by the interviews with students' answers. KEY QUESTIONS: What are some ways that caregivers can help an elderly person feel loved? What are some common ways that the elderly who were interviewed prefer to show their love for another person? What are some things that make you feel loved? What small things do you like doing that express your love for others? CRITICAL QUESTIONS: How do the views of the elderly on giving and receiving love differ from students' views on giving and receiving love? How are they similar?

Self-Worth

TS6:14 Take students on a learning tour of an elder care facility to observe how caregivers instill a feeling of self-worth in the elderly. After the tour ask each student to list three specific situations where a caregiver can help an elderly person feel worthwhile by actions or statements. KEY QUESTIONS: What does self-esteem have to do with being independent? Does the care facility provide any activities to promote feelings of self-worth in the elderly residents? Are caregivers in the facility trained to notice signs of low self-worth in the elderly residents? Are the caregivers taught ways to enhance feelings of self-worth by words or actions? What are some examples of the training provided?[C]

TS6:15 Ask each student to interview an elderly person who is willing to discuss early family life. Have students obtain permission from the elderly person interviewed to record the interview (with a videotape or cassette recorder) as well as any intent for sharing the tape. Questions from Teaching Aid 35 (a, b), Family History Interview, may be used to stimulate conversation. Guide students in preparing questions prior to the interview. Questions should include the following: What was your family life like? What role did your grandparents play in your own life as a child? What were your childhood friends and family like? Students may develop other questions concerning family life. Interviews may be recorded on videotape or cassette tape and shared with family members. Have each student write a one-page paper summarizing the interview experience. FHA/HERO members can record interviews and wrap the tapes as gifts the elderly persons may give family members for a special occasion.

Self-Fulfillment

TS6:16 Invite the recreation director from an elder care facility to speak to the class regarding the types of activities planned to promote self-fulfillment in the elderly. Ask the speaker to include ideas for involving persons who may feel they no longer have talents and abilities. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What activities are available for those with visual impairments? hearing impairments? physical impairments? How can caregivers encourage elderly friends and relatives to participate in recreational activities? Are activities available at different levels of difficulty to challenge the elderly? Do social activities promote self-fulfillment? How? Lead a class discussion about how recreational activities in care facilities promote self-fulfillment in the elderly. KEY QUESTION: How can the elderly achieve self-fulfillment through recreational activities?

TS6:17 Have each student select one elderly person (family member, neighbor, or acquaintance at their training site) as a partner. Ask students to assist their partners to develop an album or scrapbook of keepsakes, such as family pictures, greeting cards, or family mementos. The scrapbook can be made of inexpensive materials, such as typing paper with a cover of colored construction paper tied with yarn. Students should provide additional empty pages in the album for their partners' future photos or cards. Display scrapbooks with elderly partners' keepsakes in the classroom or class display case. After a period of time have students return the scrapbooks to their partners.

EMOTIONAL CHANGES

TS6:18 Have each student list emotional losses that may affect the well being of an elderly person, such as losses in relationships, physical functions, sensory changes, identities, and possessions. Lead a class discussion on examples of each type of loss. CRITICAL QUESTION: To what extent does a person's level of maturity affect how well he or she accepts emotional losses?

TS6:19 Have students write a one-page paper describing their favorite possessions at different times in their lives. Ask students to discuss in the paper an item they currently possess, why they like that item, how long they've owned that item, and how they would feel if it were taken away. CRITICAL QUESTIONS: Why do elderly persons feel strongly about possessions? Why are possessions sometimes taken away? How can persons working with the elderly acknowledge their emotions?[B]

TS6:20 Duplicate and distribute a copy of Teaching Aid 36 (a, b), Stress Chart. Have each student place a check by events that are likely to occur to someone over the age of fifty-five. Lead a class discussion on how stress may affect the emotional or physical health of an elderly person. KEY QUESTIONS: What stressful events may cause depression? What stressful events may cause anxiety? What stressful events may affect physical survival needs? Why do eating habits sometimes change during periods of stress? How can changes in eating habits affect the physical health of an elderly person? Can stress discourage social interaction? How can a decrease in social activities affect the emotional health of an elderly person? CRITICAL QUESTION: Why does emotional stress often precede physical illness?

TS6:21 View the videotape *Coping With Stress*. This tape can be borrowed by writing to the Texas Department of Health Audiovisual Library, (see reference list item 1 for further information). Have each student identify and list on a piece of paper some causes and symptoms of stress, effects of stress, ways to reduce stress through exercise, relaxing activities, effective communication, rewarding activities, and support groups. Lead a class discussion about modified (yet equally effective) stress reducing techniques for the elderly. CRITICAL QUESTIONS: Which stress management techniques might not be practical for an elderly person? How might these techniques be modified for the elderly?

TS6:22 View Teaching Aid 37, Positive Steps to Emotional Well-Being and lead a class discussion on how the steps can be used with an elderly person to encourage positive, specific action, and commitment. Include in the discussion how individuals assume self-responsibility for their emotional well-being. Ask the class how the same Teaching Aid can be used with peer groups. KEY QUESTIONS: What physical needs must be met before any other steps can be taken? In what ways can the caregiver encourage an elderly person to continue taking positive steps to emotional well-being? CRITICAL QUESTION: When can the steps shown on the Teaching Aid be taken out of order?

TS6:23 Ask students to review the information listed in Chapter 6 of the Reference Book under the following headings: *anxiety, depression, grief, hypochondria, loneliness, and paranoia.* Write on the chalkboard or overhead projector the emotional problems listed above that are commonly found among elderly people. Have each student work individually or in cooperative learning groups to write a skit or develop a role play involving an elderly client dealing with an emotional problem and ways a caregiver may respond to provide reassurance. Have each group present their skit to the class.

MEASURES TO LESSEN THE EFFECTS OF EMOTIONAL CHANGES IN THE ELDERLY

TS6:24 Invite an older adult who is involved in a volunteer program, such as Meals on Wheels or Foster Grandparents Program, to speak to the class regarding the value of volunteer activities in the life of a senior citizen. Ask the speaker to relate how to find volunteer groups and how a person can become involved. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are some of the rewards of participating in a volunteer program? What are some disadvantages? Can involvement in volunteer programs improve a person's outlook on life? How? Where can information be obtained about different volunteer programs in the community? Have each student write a one-page paper on the positive aspects of volunteer work.

TS6:25 Invite a minister, physician, and social worker to participate in a panel discussion on the topic of grief. Ask the panel members to suggest ways to help senior citizens deal with the process of grieving. Guide students in preparing questions prior to the panel discussion. Questions should include the following: How can family members best serve an elderly person who is experiencing the early stages of a loss? What comments should be avoided when conversing with one who is grieving? Lead a class discussion to summarize the information received during the panel discussion. CRITICAL QUESTION: How can a caregiver help an elderly person work through the grief and find new meaning in life?

TS6:26 Duplicate and distribute Teaching Aid 38, Letter of Sympathy. Lead a class discussion on what a letter of sympathy accomplishes. Ask each student to write a sample letter of sympathy to someone whose mate has died. KEY QUESTIONS: Have you ever written a sympathy letter? Have you ever received a sympathy letter? In what way was the letter helpful to you or your family? How can this skill be useful for a caregiver of an elderly person?[B]

7

Mental Needs of the Elderly

ESSENTIAL ELEMENTS

- Explain social needs and psychological needs of the elderly.(n2A)
- Determine appropriate methods to meet the social and psychological needs of the elderly.(n2B)

OBJECTIVES TO ACHIEVE

- Identify the mental disorders of the elderly.
- Describe the mental processes of Alzheimer's disease.
- Identify ways to care for the needs of the mildly and very confused elderly person.
- List factors that can cause change in the mental abilities of the elderly.
- Define the types of memories that may be affected by an illness or health problem.
- Describe the common mental changes that may occur among the elderly.
- Summarize ways to carry out reality orientation.

MENTAL DISORDERS

TS7:1	Have each student complete Teaching Aid 39, Pretest on Mental Changes. Take a class count of the number of true and false answers for each statement while a student volunteer writes the students' answers on the chalkboard or overhead projector. Lead a class discussion on the results. KEY QUESTIONS: Which statements had the highest percentage of incorrect answers? Why? Which statements had the lowest percentage of incorrect answers? Why? What can influence our perceptions of mental changes and the elderly? (Answers can include: televi-

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* TS 7:1 indicates teaching strategy, chapter 7, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

sion, jokes that stereotype, and attitudes of a society.)

TS7:2 Have each student look up the following words in a dictionary: functional, organic, and disorder. Ask each student to write the definitions of *functional mental disorder* and *organic mental disorder*. Write on the chalkboard or overhead projector a clear, concise definition of each term. Lead a class discussion on the differences between these two mental disorders. KEY QUESTIONS: Which disorder has a physical cause? Which disorder is related to life experiences and personality? Are they reversible? treatable?[B]

TS7:3 Obtain copies of the pamphlet *Mental Health of Aging Persons* from the Texas Department of Mental Health & Mental Retardation (see reference list item D for further information). Lead a class discussion about the following major mental disorders outlined in the pamphlet: depression, dementia, and Alzheimer's disease. KEY QUESTIONS: What are the symptoms of each mental disorder? What types of treatment are available? Which of the disorders is organic? functional? Where can help be obtained for the elderly with these mental disorders?

Mental Processes of Alzheimer's Disease

TS7:4 Have each student research recent findings about Alzheimer's disease. NOTE: Information is available from AARP Fulfillment Center (see reference list item A for further information) and Alzheimer's Disease & Related Disorders Association (see reference list item B for further information). Suggested topics include the following: symptoms which distinguish Alzheimer's disease from other mental disorders, how a family can help a victim of Alzheimer's disease, medical treatment for Alzheimer's disease, and theories about the causes of Alzheimer's disease. Have each student develop a visual aid, such as a poster, chart, or bulletin board giving information about the selected topic. Ask each student to give an oral report and share the visual aid with the class.

TS7:5 View the videotape *Alzheimer's Disease-Stolen Tomorrows*. This videotape can be borrowed by writing to the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Have each student note the symptoms and progression of the disease and the techniques used by family members to cope with the disease. KEY QUESTIONS: Why is Alzheimer's disease difficult to diagnose? What are some early symptoms? What are the various stages of the disease? How can families cope with the emotional and financial burdens experienced as a result of the disease?

TS7:6 Duplicate and distribute Teaching Aid 40, Quiz on Alzheimer's Disease. Have each student complete the quiz and allow a student volunteer to write the corrected answers on the chalkboard or overhead projector. Ask students to make appropriate corrections on their papers and lead a class discussion about the facts on Alzheimer's Disease from the quiz. KEY QUESTION: How do students' answers compare with the correct answers for each question? CRITICAL QUESTION: Which of the answers about facts on Alzheimer's Disease was most unexpected? Why?

TS7:7 Invite the caregiver of a person with Alzheimer's Disease to speak to the class about caring for a person with Alzheimer's disease and how they differ from caring for an elderly person that does not have Alzheimer's disease. Guide students in preparing questions prior to the speakers' arrival. Questions should include the following: What are some of the special challenges of caring for a person with Alzheimer's disease? What suggestions can be offered to persons who are considering full time care of a person with Alzheimer's disease? What kind of support systems are available for persons suffering from Alzheimer's disease? Are support systems available for caregivers? At what point should caregivers consider long term care facilities for the elderly person with Alzheimer's disease? What is the most frustrating aspect of caring for a person with Alzheimer's disease? What are some coping mechanisms and helpful strategies specifically targeted for caregivers of persons with Alzheimer's disease? Have each student write a one page summary about caring for a person with Alzheimer's disease versus caring for an elderly person who does not suffer from the disease. Allow student volunteers to share their papers with the class.[C]

Needs of The Mildly Confused / Needs of The Very Confused

TS7:8 Draw on the chalkboard or overhead projector a continuum with confused at one end, mildly confused in the middle, and very confused at the other end. Have each student draw a similar continuum on a piece of paper and list at least two actions or behaviors of elderly persons that fit in different places on the continuum. Examples include forgetting to take medication (mildly confused) and inability to recognize a close relative (very confused). Collect students' papers. Lead a class discussion on students' responses. KEY QUESTIONS: What are the main differences between a mildly confused person and a very confused person? When does an elderly person's confusion become dangerous to himself or herself? When does an elderly person's confusion become dangerous to others?

TS7:9 Ask each student to select a partner and role play one of the situations listed on Teaching Aid 41, Dealing With Mental Confusion. After each situation is presented, have class members summarize the strategies that were used. Write students' answers on the chalkboard or overhead projector. Strategies can include different use of reminders, and helping to provide a regular schedule. Stress the importance of using strategies, such as the ones summarized, to help the elderly.

Mental Changes

TS7:10 Lead a class discussion about the importance of a worker's attitude toward the elderly and their mental abilities. CRITICAL QUESTIONS: Does being old mean losing touch? How does a worker's expectations influence behavior? How can workers communicate positive attitudes toward the elderly?[C]

TS7:11 Have students play the game "Memory" by Milton Bradley or develop a similar game using poster board and squares of colored paper with simple pictures on the reverse side. Examples include the following: animals, sports equipment, and food items. Ask each student to identify the emotions experienced when a wrong card is selected once and when a match is not made after several turns. Lead a class discussion on how success or failure in remembering information affects self-esteem and the ability to remember the next time. KEY QUESTIONS: How did you feel when you selected a wrong card? How did you feel when this happened several times? If you missed several times how would this make you feel about playing the game again? If you did play the game again after playing poorly the first time would you have fears of failing again? CRITICAL QUESTIONS: If an elderly person has tried completing a task or activity and fails at it, how might this affect feelings about trying this task or activity for a second time? If fear of failure is experienced by an elderly person, how can this feeling affect how well the task or activity is completed the second time?

TS7:12 Ask each student to read the information on Teaching Aid 42a, Factors Affecting Memory. View Teaching Aid 42b, Factors Affecting Learning and Memory in Older Adults. The second column contains factors that affect input of information; the third column contains factors that affect the ability of the brain to store information; and the last column contains factors that affect recall of the information. Lead a class discussion about the information provided on the chart. Duplicate and distribute Teaching Aid 42c, Factors Affecting Learning and Memory in Older Adults (with blank spaces). Have each student write down at least one example for each blank area using Teaching Aid 42b as a guide. Allow students to share their answers with the class. CRITICAL QUESTIONS: Does the learning and memory process seem to be more of a challenge to the elderly than to other age groups? What can be done biologically, psychologically, and socially to improve the ability for the elderly to input information?[B]

Memory Loss

TS7:13 Duplicate and distribute Teaching Aid 43, Causes of Confusion. Lead the class to brainstorm on how the factors listed may cause an elderly person to experience memory loss. Have each student write a one-page paper on how diminished senses (visual and auditory) can cause an elderly person to experience memory loss. Have student volunteers read a summary of their papers for the class.[B]

TS7:14 Ask three students to write on the chalkboard or overhead projector the following categories: short-term memory, long-term memory, and very long-term memory. Have class members suggest types of information that will fit under each category, such as remembering what someone just asked you to do (short-term), remembering a joke you heard a few minutes ago (long-term), and giving information about a childhood photo (very long-term). Lead a class discussion about the students' answers. CRITICAL QUESTIONS: What is the difference between short-term memory and long-term memory? What sometimes causes an elderly person to remember past events more readily than recent events?

TS7:15 Have each student visit an elder care facility to observe examples of memory loss as described on Teaching Aid 43, Causes of Confusion. Each student should record the time of day the observation occurred, the approximate age and general health of the person observed, the specific situation observed, and what type of memory loss is indicated by the observation. Lead a class discussion on the type of memory loss most often observed. CRITICAL QUESTIONS: How do variable factors such as age, time of day, or health conditions affect types of memory loss observed?

TS7:16 Share the memory technique shown in Teaching Aid 44, Improving Your Memory By C A R using the acrostic CAR, *concentration, association,* and *repetition*. Lead the class to brainstorm for examples using each method, such as turning off the radio when someone else is talking (concentration), abbreviating the name of a company (association), and re-copying notes for a final test (repetition). CRITICAL QUESTIONS: How can this technique be used when a client has short-term memory loss? long-term memory loss?

Confusion

TS7:17 Duplicate and distribute Teaching Aid 43, Causes of Confusion. Have each student prepare a chart describing the causes of confusion in the elderly. The first column in the chart will indicate a cause of confusion as listed on the Teaching Aid. Label the additional columns as follows: Preventable?, Reversible?, and Suggested Treatment and Source of Help. Have students complete their charts for each cause listed. Caution students that confusion as a result of medical problems should only be treated by a physician. A caregiver can assist medical professionals by helping the elderly person select proper foods and take prescribed medication as directed. Display charts in the classroom or class display case.

TS7:18 Invite a gerontologist or family practitioner to speak to the class regarding mental changes that might occur among the elderly. Ask the speaker to give suggestions about how the caregiver can assist an elderly person who is experiencing mental changes. Any incomplete information on the chart developed in the previous activity should be covered by the speaker. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Are there any resources available for caregivers of elderly who are experiencing mental changes? What can caregivers do to help slow down mental changes in the elderly? What errors can be made in dealing with the elderly who are experiencing mental changes? Have each student write a one-page paper listing ways that caregivers can assist the elderly who are experiencing mental changes.[B][C]

TS7:19 Have students work individually or in small cooperative learning groups. Ask each group to compose a case study describing an elderly person who is experiencing mental changes. The case study should indicate the age of the elderly person, where and with whom the person lives, symptoms of mental change, and something of the person's lifestyle (hobbies, economic level, and other pertinent factors). Have each cooperative learning group analyze a case study prepared by another group to determine the possible cause(s) of the mental change experienced by the elderly person and recommend ways to minimize the changes. Share case studies and group recommendations in class.

TS7:19 View the videotape *Project OASIS,* Training Tape #1, Section #3: *Depression*. The videotape can be borrowed by calling the local county office of the Texas Agricultural Extension Service Home Economist. Show each vignette individually, then stop the tape and lead a class discussion on how a caregiver should respond to the depressed client, the difficult client, and the confused client. KEY QUESTIONS: How can a caregiver tell when a client is depressed? confused? being difficult? How can a caregiver respond to a client who is depressed? confused? being difficult? CRITICAL QUESTION: How were the suggested responses to depressed, confused, and difficult clients different from what you thought were helpful responses?[C]

Measures to Minimize Confusion of The Elderly

TS7:20 Lead a class discussion about the basic principles of reality orientation (use the attitude of expectation and hopefulness; talk to the elderly person at every opportunity; avoid interrogating the elderly person). KEY QUESTIONS: What does reality orientation try to do? What else is needed with this approach? Does reality orientation mean that an elderly person should not talk about the past or share memories? Why?

TS7:21 Provide copies for each student of the brochure *Series on Aging: Helping the Disoriented Elderly* available from the local county office of Texas Agricultural Extension Service Home Economist. Ask each student to read about and define *remotivation therapy* and *validation/fantasy therapy.* Compare these types of therapy with reality orientation. KEY QUESTIONS: What is the aim of each type of therapy? With which type of confusion is each most helpful?

TS7:22 Have students pair off and practice carrying on a conversation using the technique of reality orientation, including clues to the environment, the city, the day of week, date, year, time of day, weather, and other useful data. Ask each paired off group to write a one-page reality oriented paragraph using information from their conversation. Have student volunteers read their group's paragraph to the class. KEY QUESTION: How can reality orientation minimize confusion?

TS7:23 In class have each student prepare samples of items that can be used in reality orientation with an elderly person. Examples can include visual reminders of current dates on a large calendar, photos of current relatives with names identified and easily read, schedule of daily activities to post by a clock or in a prominent place, posted menu with dates, current reading materials, and reality boards as shown in Teaching Aid 45, Sample Reality Boards. Display in the classroom or class display case.

TS7:24 Duplicate and distribute Teaching Aid 46 (a, b), Strategies and Devices For Remembering. Lead a class discussion about the suggested devices and strategies that can be used when caring for a confused or disoriented person. (These are management tools that would actually be helpful to establish at any age so that they might become second nature habits as one ages. KEY QUESTION: What other devices and strategies can be implemented besides those listed in the Teaching Aid?

8

Social Needs of the Elderly

ESSENTIAL ELEMENTS

- Explain social needs and psychological needs of the elderly.(n2A)
- Determine appropriate methods to meet the social and psychological needs of the elderly.(n2B)

OBJECTIVES TO ACHIEVE

- Summarize the theories associated with the social changes of old age.
- Explain ways in which social changes may affect the elderly.
- Explain the importance of fulfilled social needs among the elderly.
- Identify ways to meet the social needs of the elderly.
- Describe the various types of social roles important to the elderly.
- Identify ways in which the elderly can adjust to social changes by becoming involved.
- Explain how the caregiver can help the elderly person adjust to social changes.

IDENTIFYING SOCIAL NEEDS OF THE ELDERLY

TS8:1 Ask each student to write definitions of the terms *disengagement theory* and *activity theory*. Compare definitions and develop a consensus definition for each theory. Lead a class discussion on situations that illustrate the disengagement theory and the activity theory. Allow students to share experiences involving elderly family members that support either of these theories. KEY QUESTIONS: Which of the two theories supports the idea of "preparation for the final separation?" Which of the two theories supports the belief that maintaining a high degree of involvement in life allows the elderly to age more successfully? What real life examples can you give in support of the disengagement theory? the activity theory?[B]

* TS 8:1 indicates teaching strategy, chapter 8, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS8:2 Have each student divide a piece of paper into two columns and write good points of disengagement on one side and bad points on the other. Sample answers can include the following: good points—persons can choose to disengage from some roles, such as an occupation, can pursue other roles, such as friend, writer, traveler, and so on, can start new hobbies and interests, can concentrate on few relationships, and may be freed from some obligations; bad points—may be involuntarily disengaged, such as forced retirement and loss of spouse, may lose contact with norms and controls from interactions with others ,and may experience loneliness, boredom, and low morale. Ask student volunteers to share their papers with the class.[B]

TS8:3 Divide the class into two teams to debate the following topic: *It is necessary in a changing society for older persons to resign from positions of responsibility so that younger generations may develop leadership qualities.* Have one team speak in favor of the statement and the other team speak against the statement. Allow teams ten minutes to gather information and brainstorm ideas. Have elected group leaders share their group's position with the class. Allow teams five minutes after the first presentation to prepare a rebuttal.

TS8:4 Have each student complete Teaching Aid 47, Roles of The Elderly. In class, have them compare role measurements for both age groups. Remind students that the number of roles performed indicates the degree of disengagement an individual has experienced. New roles may include political action, community service, education, employment, leisure, and resource to others. CRITICAL QUESTIONS: Why do the number of roles played by the elderly shrink? What problems may prevent the number of roles from increasing? Do all persons become disengaged? Why? What influences disengagement? How can family and friends help the elderly experience less disengagement?

TS8:5 Lead students to brainstorm social changes that may affect the elderly. List on the chalkboard or overhead projector ideas suggested by students. The list should include medical advances, longer life span, later retirement, mobility of family members, more women in the job market, and other social changes that can affect the elderly. Lead a class discussion about the positive and negative effects that these changes may have on the elderly. KEY QUESTIONS: How do social changes affect the elderly differently than other age groups? How can a social change affect an elderly person who is very active socially? Why? How can a social change affect an elderly person who has limited social activity? Why? What can family and friends do to help an elderly person grow positively following a social change?

TS8:6 Invite a financial planning consultant or a representative from the social security office to speak to the class about planning for retirement income. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: When should financial planning for retirement begin? How can a retirement fund be established on a low income? What percentage of a retirement income might come from social security funds? Will social security income be a factor in forty, fifty, or sixty years? Lead a class discussion summarizing the information received from the speaker. CRITICAL QUESTION: Why has financial planning for the future become such an important issue in today's world?

TS8:7 Have each student conduct an interview with an elderly person who is retired. Guide students in preparing questions prior to the interviews. Interview questions should include the following: What emotions were felt at the time of retirement? What were the biggest changes experienced? Which changes were the easiest to adjust to ? Why? What kind of work, if any, is the person doing now? Is employment desired again? If so, what kind? Why? Have students share interview information with the class and lead a class discussion about the results. CRITICAL QUESTIONS: What social changes are caused by retirement? What do the students plan to do after retirement? How will the students' social lives be different from their lives before retirement?

MEETING SOCIAL NEEDS OF THE ELDERLY

TS8:8 Ask each student to define the term *social roles*. Lead a class discussion on the correlation between social roles and social activity. CRITICAL QUESTIONS: Why are social roles important to all people? How may social roles change over a period of time? What types of social roles are especially important to the elderly?

TS8:9 Have each student complete Teaching Aid 48, Factors that Influence Morale. According to research, the sources are already listed in order of importance to the elderly. Compare the responses of students with the findings for the elderly. Have students rank the sources as they feel an elderly person would respond. Ask each student to interview two senior citizens and record their responses on a separate form. Compare the actual responses of the elderly interviewed by the students with the predictions made by the students and the research findings. CRITICAL QUESTIONS: Why are there differences in the responses? What sources can be controlled? How can caregivers and family members affect the morale of an elderly person?

TS8:10 Have each student write a paragraph explaining what the following statement says about the importance of meeting the social needs of the elderly: "A man wrapped up in himself makes a very small bundle" (Benjamin Franklin.). Have student volunteers read their papers to the class.[B]

TS8:11 Have each student observe senior citizens in a long-term care facility and identify one resident who appears very content and happy and one resident who appears very unhappy with present circumstances. Lead a class discussion about students' observations. CRITICAL QUESTIONS: Why do the people who seem happy have more visitors than those who seem unhappy? Why do those showing a more active social life (talking to others, listening to others, and participating in recreational activities) seem happiest? Why does there seem to be a correlation between contentment in a given situation and the number of social ties a person maintains?

TS8:12 Divide the class into cooperative learning groups and have each group research types of activities for senior citizens that are available in the local community. Resources include local newspapers, organizations such as AARP and United Way, and senior citizen activity centers. Have elected group leaders share their group's findings with the class. Have a student volunteer write on the chalkboard or overhead projector the different types of activities available. Provide a copy of the comprehensive list for each class member. Lead a class discussion about the different local senior activities available. KEY QUESTIONS: Which of the activities will enhance the social life of the elderly? Which of the activities teach a skill or educate? Which of the activities promote healthy lifestyles?

TS8:13 Have each student interview three senior citizens regarding the list of activities for senior citizens compiled previously. Ask each student to record the answers of each person interviewed in a separate column. Place a check mark beside the activities in which the person has been involved, a question mark beside any activity that the person did not know about, and a star beside any activity in which the person would like to become involved. Lead a class discussion on the responses received from the interviews. KEY QUESTIONS: Which activities involve the most people according to the interviews? Which activities involve the fewest people among those interviewed? Why? CRITICAL QUESTIONS: Why is social activity important for senior citizens? What can be done to advertise activities in which the fewest interviewed participate? As a caregiver how would you encourage an elderly person to become involved socially?

TS8:14 Have students identify an elderly person in their neighborhood or at their training site who needs social contact. Ask each student to prepare a gift box for that specific person by covering a shoe box with colored paper. (Cover the lid separately so that it can be easily removed.) Fill the box with small items, such as sample sizes of after-shave, perfume, hand lotion, a small spiral notebook suitable for addresses and telephone numbers, a small plastic picture frame, and other appropriate items. If the elderly person is not on a restricted diet, students can include a small package of home-baked cookies. Sugarless mints or fresh fruit may be given to some with special diet needs. Have each student arrange a suitable time with the individual or the caregiver to deliver the gift box and visit with the elderly person. Avoid holidays since the elderly often have family visitors only on those special days. Challenge students to maintain contact with this person by telephone, mail, or personal visits. Ask student volunteers to share their experience with the class. This strategy can be integrated into an FHA/HERO activity.

TS8:15 Divide the class into four cooperative learning groups. Prepare index cards ahead of time. Each index card should list one of the following social roles that are important to the elderly: friendships, organizational memberships, religious involvement, and political involvement. Have each group draw one card. Ask each group to explain the social role listed and why it is especially important to an elderly person. Have elected group leaders share their group's conclusions with the class.

TS8:16 Ask students to prepare a visual display identifying the types of social roles that give meaning to life during the later years: friendships, organizational memberships, religious involvement, and political involvement. Display students' projects in the classroom or class display case.

TS8:17 Obtain a sample calendar or newsletter from a long term care facility or elder care center to determine the best possible time that students can observe social and/or recreational activities. After acquiring permission from the management and arranging an acceptable time and date, take students on a learning tour of the facility. Ask each student to prepare a suggested calendar of activities for one month which includes the types of activities that were observed and any additional activities needed to allow all social roles to be fulfilled (may refer to sample calendar or newsletter obtained previously). The social role represented by each activity should be identified. Display students' calendars in the classroom or class display case.

SOCIAL ADJUSTMENTS

TS8:18 Duplicate and distribute Teaching Aid 49, Opportunities for Involvement. Invite three or four senior citizens who are each involved in different activities (as listed on the Teaching Aid) to participate on a panel. Guide students in preparing questions prior to the panel's arrival. Questions should include the following: What type of activity do you participate in? How did you become involved? What does involvement in the activity mean to you? Have each student choose one of the opportunities listed on the Teaching Aid that was not covered by the panel. Ask each student to interview an elderly person who participates in one of these activities by asking the same questions that were presented to the panel. Have students share their interview results with the class.

TS8:19 Have students work independently to develop activities to plan for an elderly person they know or work with. Ask student volunteers to share their activity plans with the class. Lead a discussion on reasons for different activity plans. KEY QUESTIONS: What criteria were used in developing plans? Why are plans different? How can the plans be implemented?

TS8:20 Duplicate and distribute Teaching Aid 50, Social Changes. Ask each student to select one of the case studies to discuss from the Teaching Aid. Have students share their case studies with the class and suggest options for the individuals described.

Writing Activities

TS8:21 Make arrangements to take students on a learning tour to a long-term care facility. Have each student bring inexpensive stationery or notebook paper and pens. Pair each student with a resident who would like to have a letter written for them. Contact the activity director in advance so that appropriate residents may be selected. Ask students to share their letter writing experience with the class.[B]

TS8:22 Ask each student to assist a senior citizen to prepare a birthday calendar or notebook. The calendar should show the names of family members and friends to be remembered on the appropriate day; ages may be listed if desired, especially for children. If possible, list the addresses of people to be remembered on that person's birthday in a central place or at the back of the calendar. If the senior adult has difficulty writing, the student might address envelopes for cards in advance which can be mailed at the appropriate time. Lead a class discussion on the significance that a personalized calendar can have on the life of an elderly person. KEY QUESTION: What effects can a personalized calendar have on an elderly person? [(Answers can include: increased self-esteem (family pride, ability to show special family dates to friends), and increased self-confidence (provides accurate information about days to remember and so alleviates embarrassment due to forgetfulness)].

Telephoning and Taking Messages

TS8:23 Divide the class into four cooperative learning groups. Ask the first group to investigate costs of different telephone services from different telephone companies, the second group to investigate costs of purchasing standard and special need telephone equipment, the third group to investigate costs of different telephone answering systems and personal answering services, and the fourth group to investigate costs of renting or leasing standard and special need telephone equipment. Examples of special equipment and services can be telephones with large numbers for the vision impaired, telephones with volume levels or hearing impaired devices, telephones with easy grip handles for elderly with arthritis, and optional telephone services that fill special needs. Have elected group leaders share their group's findings to the class. Lead a class discussion comparing the different costs for each service or equipment item. KEY QUESTIONS: What is the average cost for basic telephone services? Which service options would be of interest to the elderly? Why? What options are available to elderly persons who are unable to answer their own telephones? How dependable will these options be? How do the costs compare? What are the options for the elderly person with a hearing impairment? with vision problems? with arthritic hands?

Entertaining

TS8:24 Have each student plan a menu for a nutritious oven meal that can be prepared in advance by an elderly person. Recipes can be found in magazines or cookbooks. The menu should be one that an elderly person would enjoy serving to friends. Menu items should require little or no last minute preparation and should combine in such a way as to reflect dietary guidelines of older adults. Have each student design a small visual aid showing the selected menu and the recipes. Allow student volunteers to present their menus to the class emphasizing the ease of preparation and appeal of the overall meal. Display visual aids in the classroom or class display case.

9

Housing Considerations of the Elderly

ESSENTIAL ELEMENT

- Contrast alternatives to home health care.(n4B)

OBJECTIVES TO ACHIEVE

- Explain how housing alternatives available to the elderly affect the duties of the caregiver.
- Identify considerations of the elderly when choosing appropriate housing.
- Describe the different housing alternatives available to the elderly.
- Identify the advantages and disadvantages of each of the housing alternatives.
- Give examples of special design features that can be incorporated to aid the elderly in their homes.

HOUSING OF ELDERLY AFFECTS DUTIES OF CAREGIVER

TS9:1 Have four students write on the chalkboard or overhead projector the following housing alternatives: private home, condominium, retirement village, and long-term care facility. First lead students to brainstorm possible duties of the caregiver for an elderly person in each housing option, then lead students to brainstorm advantages and disadvantages to the caregiver providing services in each type of housing. Duties involving meals, transportation, and social activities should be included. CRITICAL QUESTION: How might a characteristic of an elder care housing alternative be considered an advantage by some caregivers and a disadvantage by other caregivers?

TS9:2 Invite a social worker or representative from a home health care service to speak to the class regarding the types of duties a caregiver may be expected to perform in a private residence. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What basic services are most commonly requested? What other services are offered? What costs are involved for services provided? Which services might be covered through health insurance or medicaid? Which of these services are available through federal, state, and local programs? What limitations are involved? What financial options are available for an elderly person of medium or low income? Lead a class discussion about the duties of a private residence caregiver and the cost to the client. CRITICAL QUESTIONS: Is private residence care an acceptable alternative for most elderly people? middle to low income elderly?

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* TS 9:1 indicates teaching strategy, chapter 9, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS9:3 Lead a class discussion on the meanings of the concepts of *isolation* and *integration* and *independence* and *dependence*. Have each student look the words up in dictionaries then explain what the concepts mean to elderly persons. Use Teaching Aid 51, Continuums of Choice to show the relationship between the concepts. Ask each student to think of examples of persons or situations that would fit into each category. One example is given in each quadrant. CRITICAL QUESTIONS: What determines where a person is on the continuum? Where do most elderly persons fit? Why? How can society, the community, or individuals change this situation?

CONSIDERATIONS OF THE ELDERLY WHEN CHOOSING HOUSING

TS9:4 Prepare index cards ahead of time with one of these factors listed on each card: safety, finances, independence, location, transportation, physical health, maintenance, privacy, and climate. Have each student select a card with one of these factors to consider when selecting housing to meet the needs of the elderly and tell the class why that factor should be considered. Lead a class discussion stressing the importance of considering the needs of the elderly when selecting housing for them. KEY QUESTIONS: Is the person able to live independently? Is transportation available at a reasonable cost if the person does not drive or own a car? Are shopping facilities for food and clothing easily accessible? Is the house or apartment in a safe neighborhood? Is security provided? Will the house or apartment be easy to care for? Is space available for guests? What will utilities cost? Is yard maintenance provided or available? Are ramps and elevators available? Is the cost within the budget of the elderly person? CRITICAL QUESTIONS: Are the considerations different for elderly persons than for other persons deciding about housing? Why? How might the housing needs and housing preferences be a conflict for elderly persons? What should be considered when addressing this conflict?

TS9:5 Divide the class into two teams to prepare and participate in a debate on the question of whether elderly persons should move or stay in the same living arrangements. Students who are assigned the position in favor of moving should brainstorm for advantages to moving and research figures and statistics to support their argument. Students assigned the position in favor of not moving should do likewise. Refer students to the booklet *Your Home, Your Choice* from AARP Fulfillment Center (see reference list item A for further information). Allow each team two to three five-minute time slots to present their team's opinions.

TS9:6 Ask each student to bring to class two newspaper advertisements that offer housing alternatives for the elderly. Lead a class discussion about the appeals used in the ads.

CRITICAL QUESTIONS: What are the advantages and disadvantages of these housing alternatives? How do these appeals relate to the advantages and disadvantages of these housing alternatives? How do the emotional appeals relate to the factors that should be considered by the elderly when selecting housing?

TS9:7 View and have students read over Teaching Aid 52, Warning Signs Checklist. Invite a social worker or family member of an elderly person who has had to take part in the decision making processes involving housing changes for an elderly person in need of additional care. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: In your opinion, what was the most difficult part of helping an elderly person decide on alternate housing? In your experience what do elderly persons find most difficult about moving? What is the best way to tell a client or loved one that they should no longer be living alone for safety reasons? At what point does an elderly person become incapable of making sound decisions? When is the best time to plan for one's future housing needs? Does the Warning Signs Checklist accurately reflect kinds of situations that require intervention? What other warning signs can be added to the list?

TS9:8 Have each student interview one senior citizens who rents a home or apartment and one senior citizens who owns a home. Each student should ask both persons being interviewed what they believe are the advantages and disadvantages of their choices. Allow students to share their interview results with the class. Compare responses in class with ideas listed under the heading *Considerations of the Elderly When Choosing Housing* in Chapter 9 of the Reference Book.

TS9:9 Have students view the videotape *Your Future Who Decides* through AARP Scheduling Office (see reference list item 1 for further information). Lead a class discussion about the three situations presented in the videotape. KEY QUESTIONS: What is "durable power of attorney?" How can Michael help his dad take responsibility for his affairs? What does Dot want to do? What should Tom consider? What concerns does the mother of Dot have? What are Maggie's problems? Why is Alice worried about Maggie? Why does Maggie avoid talking about her future? What are Maggie's options? CRITICAL QUESTION: What can the elderly do to better control their own futures?

HOUSING OPTIONS FOR THE ELDERLY

TS9:10 View the videotape *The Choice Is Yours: Housing Options for Seniors Today* from Terra Nova Films (see reference list item 3 for further information). Suggest factors that cause older adults to leave their own home for other housing options, even when they do not need the constant medical care provided in a long-term care facility (emotional, physical, and financial). Ask students to describe each of the four housing options presented (ECHO, accessory apartment, home sharing program, and shared living residence) and write a one-page paper on the advantages and disadvantages of each.

TS9:11 Divide the class into cooperative learning groups and have each group contact an administrator of one of the following alternatives to home health care: long-term care facilities, retirement facilities, hospitals, and elder care facilities. Information should be obtained on costs, services available, daily and special activities, and eligibility requirements. Have an elected group leader from each group share with the class the information obtained. Lead a class discussion summarizing students' information. KEY QUESTIONS: What services are available in one alternative that are not available in another? Who is eligible for nursing or sitting services? Is there an age qualification for any of the alternatives? Which health-care alternative is least expensive? What factors should be considered in choosing an alternative place to live for an elderly person who needs health care?

TS9:12 Divide the class into small cooperative learning groups to design a visual display illustrating the housing options available to the elderly in the community. Have group members collect specific names and addresses of these housing options. Obtain a city or area map to display in the classroom and ask a group representative to mark on the map (with separate colored pins or stickers for each group) where the housing options in their visual display are located. Display each group's visual aid in the classroom or class display case.

TS9:13 Have students complete Teaching Aid 53 (a, b), Housing Alternatives from the perspective of the elderly person as well as from the perspective of the caregiver. Refer students to Chapter 9 in the Reference Book for descriptions of housing alternatives. Lead a class discussion on the advantages and disadvantages of each alternative. KEY QUESTIONS: What are the advantages to an elderly person and the caregiver of an elderly person who lives in a private residence? a retirement village or community? a condominium? shared housing? a mobile home? adult foster care? ECHO housing? a long-term care facility? with relatives? What are the disadvantages to an elderly person living in a private residence? a retirement village or community? a condominium? shared housing? a mobile home? adult foster care? ECHO housing? a long-term care facility? with relatives? How might an elderly person be affected if any of the above housing alternatives required relocation to a different neighborhood? a nearby town? a town several miles away?

Retirement Villages or Communities

TS9:14 Arrange for students to take a learning tour of a retirement village or community that offers different levels of care to clients. Guide students in preparing questions prior to the learning tour. Questions should include the following: What are the fees for the different levels of care? Is financing available? What personal items may be provided by the client (furniture and accessories). Is space available for each level of care? Ask each student to record the types of services provided and lead a class discussion comparing these types of services with private residence living. KEY QUESTIONS: Which services provided in the retirement village would also be provided in a private residence? Which services provided in the community would also be provided in a private residence? Which services are unique to the retirement village or community? (This activity can be scheduled as a field trip.)

Condominiums

TS9:15 Divide the class into cooperative learning groups to obtain information about condominium housing. Have each group gather the following information about two different condominium complexes: descriptions of condominiums and their complexes, owners' responsibilities, services provided to owners, cost of services to the owners, how and when services are provided, availability and costs of condominiums, sizes of condominiums, any special features to serve/assist the elderly (such as a recreation center located in the complex, a pool with a wading area, and a shuttle bus to and from shopping areas), and information concerning resale opportunities and resale value. Each student should present a pre-designated portion of their group's findings with the class. Have elected group leaders share their group's summaries with the class by presenting the advantages and disadvantages of condominium living for the elderly.

Adult Foster Homes

TS9:16 Duplicate and distribute Teaching Aid 54, Adult Foster Homes. Read over with the class the information listed on the Teaching Aid. Based upon the information given on the Teaching Aid, have each student write a one page paper describing a fictitious elderly person who would be a good candidate for adult foster care. Allow student volunteers to share their papers with the class. Lead a class discussion about the benefits of adult foster care. KEY QUESTIONS: What is the difference between adult foster care and long-term care? What are the advantages to caregivers who open their homes to adult foster care? the disadvantages? CRITICAL QUESTION: What are the advantages of adult foster home over living with relatives?

Shared Housing

TS9:17 Obtain copies of *A Consumer's Guide To Homesharing* by writing to AARP Fulfillment Center (see reference list item A for further information). Ask each student to choose a partner to work with. One student will play the role of an elderly person wanting to share his or her home and the other student will play the role of an elderly person interested in sharing someone else's home. Ask the pair of students to conduct a mock meeting/interview in roles as potential home sharer and potential renter. Students may prepare for the mock meeting/interview by using as a guide the self-questionnaires found on pages six and seven of the booklet. The post-interview questions found on pages eleven and twelve of the booklet may be used as a guide in determining if either party would like to enter into a contract. Have students share their final decisions on whether to home share or not with the class and give several reasons for their decisions. CRITICAL QUESTIONS: What are the advantages of sharing a home? What are the disadvantages of sharing a home?

Mobile Homes

TS9:18 Make arrangements to take students on a learning tour to a mobile home sales outlet or a mobile home park. Guide students in preparing questions prior to the tour.

Questions should include the following: How popular is mobile home living among the elderly? What basic costs are involved in the purchase and set up of a mobile home? What design options are available in mobile homes to accommodate an elderly persons needs, such as ramps instead of stairs, grab bars in bathtubs, and other safety features for the elderly? What are the local, state, and federal regulations governing mobile homes? Lead a class discussion about the information received during the tour. KEY QUESTION: What are the advantages and disadvantages of mobile home living for the elderly?

Low-Income Housing

TS9:19 Have each student research low-income housing alternatives available for elderly persons. Resources include newspaper ads, the Yellow Pages, and the office of Housing and Urban Development (HUD). Each student should be prepared to share a report with the class that answers the following questions: What type of housing is readily available? What costs are involved? Is there a required down payment? Are pets allowed? Which houses have wheelchair access? What services are available to housing residents? What are the advantages of living in low-income housing? the disadvantages?[B]

TS9:20 Invite a representative of the office of Housing and Urban Development (HUD) to speak to the class. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What housing programs are available to the elderly? How do these housing programs meet the special needs of the elderly? What are the eligibility requirements? Are there any waiting lists? What is "Section 8"? What specific services are provided through "Section 8"? Have each student write a one-page paper on the role of Housing and Urban Development and how it is helping the elderly.

TS9:21 Duplicate and distribute Teaching Aid 55, ECHO Housing. Ask each student to read over the material and complete the information requested at the bottom of the page. Allow students to share their answers with the class. Lead a class discussion about the benefits of ECHO Housing for the elderly. KEY QUESTIONS: What are the advantages of ECHO housing to the elderly? What are the advantages of ECHO housing to relatives or friends of the elderly person? CRITICAL QUESTION: In what cases would ECHO housing not be advisable for the elderly?

Long-Term Care Facilities

TS9:22 Have each student obtain information from one area long-term care facilities about services they provide, residents' costs, and financial assistance available. Ask each student to prepare a written report and have student volunteers present their results to the class. Lead a class discussion about the advantages and disadvantages of living in a long-term facility. KEY QUESTIONS: How do services in a long-term facility differ from services in other housing alternatives, such as shared housing, adult foster home, and retirement villages? Does cost increase in proportion to the amount of service offered?

Living With Relatives

TS9:23 Have each student define the term *adjustment*. Write on the chalkboard or overhead projector the correct definition of the word *adjustment* and lead a class discussion about adjustments that are necessary when an elderly person moves in with family members. KEY QUESTIONS: How does the concept of adjustment relate to the family that is adding an elderly family member to the home? How does adjustment relate to the elderly person who is moving in with family members? What are some potential benefits? potential problems?

TS9:24 Have students write two-page papers on personal adjustments they would have to make in their present lifestyles if an elderly family member moved into their home. Have the papers turned in without names and lead a class discussion focusing on students' responses. KEY QUESTIONS: How can having an elderly family member living in your home affect the relationship you have with your parents? Would having an elderly family member in your home affect your social life? How would it affect family mealtime? family recreation time? Would the responsibilities of family members change? Would house remodeling be necessary to accommodate semi-private living or wheelchair access? CRITICAL QUESTION: What are the personal advantages and disadvantages to you of having an elderly family member living in your home?[B]

TS9:25 Order copies of *Your Home, Your Choice* from AARP (see reference list item A for further information). Using the information about evaluating living arrangement alternatives as examples, ask each student to develop evaluation checklists that will assist an elderly person who is making a decision concerning types of housing available in the community. Have a student volunteer write on the chalkboard or overhead projector as class members suggest items for a checklist. Ask students to add to their checklists the suggestions given in class. (Checklist will be used for TS9:28.)

TS9:26 Lead a class discussion about the case studies in Teaching Aid 56, Making Housing Decisions and how housing decisions may be approached. CRITICAL QUESTIONS: How do these situations relate to the continuums discussed earlier (TS9:3)? Are there any right answers in these cases? Who should make the final decisions?

SPECIAL DESIGN FEATURES FOR THE HOME OF THE ELDERLY

TS9:27 Have students view the videotape *Opening Doors: Independent Living In Your Home* available through AARP Program Scheduling Office (see reference list item I for further information). Have students evaluate five areas of their own homes for possible adaptations to facilitate independent living for an elderly person. Present brief reports in class and turn in written reports.[B]

TS9:28 Take the class on a learning tour to at least two types of housing for the elderly. Use the checklist developed previously (TS9:25) to evaluate the ways in which the house, apartment, retirement village, or other facility does or does not meet the requirements of an elderly person. Make necessary adjustments in the checklist after the learning tour. Tabulate the results of students' checklists and report the class findings to a local newspaper or television station.

TS9:29 Display several small house and apartment floor plans for the class to evaluate. Lead a class discussion to decide if the plans are suitable for an elderly person and explain why. Refer to information under the heading *Special Design Features For the Home of the Elderly* in Chapter 9 of the Reference Book. Allow student volunteers to suggest adjustments in the floor plans based on their evaluation and explain the rationale for the adjustments. Interested students can design a floor plan suitable for an elderly person.[C]

TS9:30 Have students work in small cooperative learning groups using the brochure *The Do-Able Renewable Home* from AARP Fulfillment Center (see reference list item A for further information). Ask each group to identify three simple, inexpensive changes that will make an existing home safe and convenient for a physically impaired elderly person. Have the groups research the cost of labor and materials involved in making the changes. Ask each group to design a poster or visual display showing areas before changes are made and areas after changes are made. Include estimated costs for labor and materials. Display posters or visual aids in the classroom or class display case.

TS9:31 Assign a number to each student by cutting up and numbering enough small pieces of paper for each student in the class and ask each student to pick one numbered piece of paper. Call out a number to designate the first speaker and name the first topic to discuss. The designated student will discuss the topic for several minutes, giving opinions, impressions, and facts. After a few minutes, call out another number and allow the student assigned that number to discuss the same topic. After several persons have spoken, call out a new topic and continue the same process until all students have participated. No one can interrupt the speaker or ask any questions. Suggested topics include living alone, retirement villages or communities, long-term facilities, shared housing, moving in with the family, or adult foster care.

TS9:32 Have students develop a plan for establishing a sitting service for the elderly. Research should include the following areas: the minimum standards required for such a service, necessary licenses, training or educational requirements, typical costs involved, average costs to the client, and a list of services the sitter will provide. Students should prepare a written plan to turn in and share a brief oral report with the class.[B]

10

Transportation

ESSENTIAL ELEMENT

- Determine strategies for facilitating self-help.(n3G)

OBJECTIVES TO ACHIEVE

- Point out why transportation is often a problem with the elderly.
- Explain legal responsibilities when driving.
- Point out the different types of public transportation.

LIABILITY ON THE ROAD

TS10:1 Ask each student to name physical changes commonly caused by aging that can affect drivers, such as hearing loss, narrowing of peripheral vision, increase in glare sensitivity, and slowing of reflexes. Have a student volunteer contact the driver's license renewal office regarding special requirements for senior citizens and present a report to the class. CRITICAL QUESTION: In what ways are the elderly more responsible and cautious in their driving habits than other age groups?

TS10:2 Obtain copies of *Getting Around* from AARP Fulfillment Center (see reference list item A for further information). Have each student read the pamphlet and lead a class discussion on assessing driver capabilities and transportation alternatives. KEY QUESTIONS: What are some ways of assessing driver capabilities? What transportation alternatives are available to the elderly? CRITICAL QUESTION: How often should the elderly be evaluated for safety in driving?

TS10:3 Have each student write a paper based on the following scenario: Raymond is an eighty-five-year-old man living with his disabled spouse. He is responsible for driving to buy groceries, to attend church, or to visit friends. There is no public transportation except for taxis. Raymond's driver's license has just been taken away. Ask each student to describe Raymond's feelings in the paper. Allow students to voluntarily share their papers in class. Lead a class discussion about feelings of helplessness in the elderly. KEY QUESTIONS: How does being unable to drive affect Raymond's and his wife's social life? If unable to afford taxi fares, who can they depend on for transportation? How will this affect their self-esteem? How will this affect their feelings of independence? CRITICAL QUESTION: What can Raymond and his wife do to find a solution to their problem?[B]

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* TS 10:1 indicates teaching strategy, chapter 10, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS10:4 Invite an insurance agent to speak to the class about special considerations for the elderly concerning policy coverage, and costs. Ask the speaker to also talk about the nature of claims most commonly filed by the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Are senior citizens eligible to receive insurance discounts? Are there any prerequisites necessary for receiving insurance discounts? If so, at what age and how much is the discount? Do the elderly seem to file more claims than other age groups? What kind of accidents are reported by the elderly? Have each student write a two-page summary discussing the information provided by the guest speaker about elderly insurance.

TS10:5 Ask students to write a definition of the word *liability*. Lead a class discussion about liability. Refer to the information under the heading *Liability on the Road* in Chapter 10 of the Reference Book. Have students check their own insurance coverage in regard to driving another person's vehicle or driving other people in their own car. KEY QUESTION: How does liability relate to caregivers who operate a vehicle for an older person?

TS10:6 Duplicate and distribute Teaching Aid 57, Comparison Shopping, and have each student evaluate the information provided and explain how this information affects Mrs. Brazel who has her own personal transportation, and Mr. Roy a neighbor of Mrs. Brazel who does not have personal transportation. Ask students to select one item needed by an elderly person that requires transportation, such as clothing, food, or household items. Have students comparison shop at three businesses (a neighborhood store or pharmacy, a large chain store, and a discount store) for information affecting the ease in obtaining that item. Note factors about each merchant such as distance from home, hours of operation, delivery policies, and availability and convenience of public transportation. Information about prices should represent both store brands and name brands. Each student should design a chart (similar to the Teaching Aid) listing the items researched and the costs of the items in each type of store. Lead a class discussion about students' findings. CRITICAL QUESTION: How difficult would it be for the elderly without personal transportation to locate and purchase items that they need?

TS10:7 Ask a representative of a driving school to speak to the class about the value of a senior citizen taking a class in defensive driving or taking the "55 Alive Mature Driving Class" sponsored by AARP. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How does a class for the elderly differ from a class for high school students? What incentives are offered to the elderly for taking defensive driving classes? Are defensive driving classes well attended by the elderly? Ask each student to write a one-page paper on the value of defensive driving for senior citizens.[B]

TS10:8 Divide the class into cooperative learning groups to prepare a brochure, a visual aid, or a public service announcement on driving safety for senior adults. Videotape the public service announcement (PSA) if possible. Have elected group leaders share their group's advertisement for driving safety with the class and if a PSA video was taped have the class view the results. Display brochures and/or visual aids in the classroom or class display case.[B]

TS10:9 Invite a police officer from the local police department to speak to the class about moving and parking violations most often committed by senior citizens. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are the most common moving and parking violations committed by senior citizens? Which moving violations most often lead to accidents? Have each student write a one-page paper answering the following question: What changes in the requirements for obtaining a driver's license would you recommend that may help prevent accidents, such as those mentioned by the guest speaker? Allow student volunteers to share their papers with the class.[B]

PUBLIC TRANSPORTATION

TS10:10 Lead students to brainstorm as many forms of transportation as possible for any age person including special transportation services for the elderly. Write on the chalkboard or overhead projector the forms of transportation as students name examples. Next, ask class members to eliminate the ones not suitable for use by the elderly. Finally, eliminate any examples not available locally. Lead a class discussion on why the elderly are left with fewer transportation alternatives and the difficulties experienced by the elderly as a result of this. KEY QUESTIONS: Which choices are most convenient? most economical? most comfortable? CRITICAL QUESTIONS: Why are there so many fewer choices available to the elderly? What special transportation services are available to the elderly through the public transportation system or service organizations? What activities can the elderly do without transportation? What can the caregiver do to help the elderly decide about transportation? What can the caregiver do to expand the transportation alternatives for the elderly?

City Buses / Taxis

TS10:11 Have each student investigate the costs per mile of using a city bus, taxi, and personal automobile (most of this information can be obtained through telephone calls to specific businesses). Each student should develop a chart showing costs per mile of the different methods of transportation. Have students share their charts with the class. Calculate average figures from students' answers and submit the results to a local newspaper, radio, or television station serving the elderly. This strategy can be integrated into an FHA/HERO activity.[B]

Transportation Services

TS10:12 Have students work in cooperative learning groups to write safety rules for the elderly using public transportation, such as a bus or taxi. Have elected group leaders share their group's safety rules with the class. Ask a student volunteer to write on the chalkboard or overhead projector a compiled consensus list of safety rules. Compare the students' lists with the list under the heading *Taxis* in Chapter 10 of the Reference Book.[B]

TS10:13 Invite a driver of a van or bus owned by an agency or an organization providing transportation services for the elderly to speak to the class regarding the types of services provided and the responsibilities of the driver. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Who pays for the service? Who is eligible to use the service? Are vans or busses equipped for special needs of elderly with physical disabilities? Where can they go (any destination or only certain places)? What are the most frequent uses? Who uses the service the most? How do the elderly find out about the availability of the service? Have each student write a one-page paper about services provided by the agency/organization and drivers' designated responsibilities.

Other Transportation

TS10:14 Ask each student to obtain a brochure and information about discount travel rates for the elderly and find out if accommodations are provided for elderly persons with special needs, such as scheduling to allow for a slower pace, earphones for the hearing impaired, and extra stops for stretching and using restroom facilities. Students can obtain information from a travel agent, a bus terminal agent, an airline representative, a cruise travel company, or an organizer of sight-seeing tours. Have students share the information they received about special rates and special treatment for the elderly. Lead a class discussion about how travel companies are trying to better accommodate the needs of the elderly. KEY QUESTIONS: What is the average discount rate allowed for the elderly? At what age do most discount rates become effective? In what ways do travel companies accommodate the elderly and their needs?

TS10:15 Invite a travel agent to speak to the class about vacation packages and guided tours that are designed for elderly persons. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What is the difference between a vacation package designed for the elderly and one that is not designed for the elderly? How often are these special travel options available? Are senior discounts available? Can a group of senior citizens design their own guided tours to meet their needs and wants? What additional fees are required for personalized service? What responsibilities do travel companies have in cases of customer injury or illness? Have each student think of a travel idea that a travel agency can introduce that would appeal to and attract senior citizens. Ask students to share their ideas with the class.

11

The Elderly in the Marketplace

ESSENTIAL ELEMENT

- Determine strategies for facilitating self-help.(n3G)

OBJECTIVES TO ACHIEVE

- Identify guidelines for helping the elderly purchase clothing.
- Identify guidelines for helping the elderly purchase food.
- Point out the parts of a nutritional label.
- Demonstrate how to calculate the unit price of a product.
- Identify guidelines for helping the elderly purchase personal and household items.
- Point out ways the caregiver can assist the elderly with personal responsibilities.

CONSUMER PRACTICES

TS11:1 Lead students to brainstorm for ways to identify factors which influence consumer buying. Write the list on the chalkboard or overhead projector under the heading *Factors That Influence Consumer Buying.* The list might include the following factors: personal priorities, physical limitations, needs, wants, age bracket, climate, natural resources, advertising, spending plans, use of cash or credit, special sales and bargains, impulse buying, influence of friends, and household size. Lead a class discussion on students' responses. KEY QUESTIONS: How may these factors prevent consumers from making wise choices? How may these factors help consumers to make wise choices. What should be the relationship between budgeting and buying? CRITICAL QUESTION: How does an increasingly fast growing and more complex marketplace affect elderly consumers?

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* TS 11:1 indicates teaching strategy, chapter 11, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Clothes Shopping Guidelines

TS11:2 Divide the class into cooperative learning groups. Have each group brainstorm guidelines for purchasing clothing for elderly persons. Each group should designate one student to act as a group recorder and another to act as a group reporter. Have reporters from each group share their group's ideas with the class. Write a composite list on the chalkboard or overhead projector and lead a class discussion about students' answers. CRITICAL QUESTIONS: How is purchasing clothing for the elderly different from purchasing clothing for teens? Which group of persons is more skilled at shopping for clothes? Which group has more problems? Why?

TS11:3 Have each student select a basic item of clothing, such as a gathered skirt, short-sleeved blouse, casual trousers, long-sleeved dress shirt, or other everyday item of clothing. Comparison shop for the item chosen at four different types of stores: a mail-order house, a thrift or consignment store, a chain store, and a specialty store. The items priced should be nearly the same as possible. Have students compare price, quality and care requirements of the items. Ask each student to write a brief report describing the information collected and share it with the class.[B]

TS11:4 Have each student develop a checklist to help evaluate the quality of garment construction to use when purchasing clothing. Bring several basic items of clothing to class (a local charity might allow the class to borrow donated clothing that is in good repair for demonstration purposes). Have each student evaluate the quality of construction for each item using the checklist and allow student volunteers to share their results with the class.

Food Shopping Guidelines

TS11:5 Have each student write a paragraph entitled *The Best Way to Shop for Food*. Have student volunteers share their paragraphs with the class. Lead a class discussion emphasizing the major points brought up in students' presentations. KEY QUESTIONS: When are the best times of the day to shop for groceries? Why? What is meant by comparison shopping? What is the difference between private or store brands and name brands? Which of the two are most likely cheaper? What are the benefits of using a shopping list?[B]

TS11:6 Have each student interview two elderly persons who regularly shop for food. Guide students in preparing questions prior to the interviews. Questions should include the following: What are your favorite food shopping tips? Have you encountered difficulties in grocery shopping? What situation caused you to develop the shopping tips you now use? Shopping tip ideas can include the following: shopping with a list, shopping with coupons, shopping on special discount days, shopping alone, never shopping when hungry, or whatever makes shopping convenient and productive for them. Write all the ideas submitted on separate slips of paper. Ask each student to choose a slip and explain that tip to the class.

TS11:7 Duplicate and distribute Teaching Aid 58, Grocery Store Evaluation. Have each student interview one elderly person to find out which five food items and five nonfood items he or she most frequently purchases at the grocery store. Ask each student to complete the Teaching Aid by obtaining prices from at least two different stores for the ten items listed and calculate a total in the space provided. Lead a class discussion on students' results. CRITICAL QUESTIONS: Why are the totals different? Are there more differences for the food items or the nonfood items? Why do people buy nonfood items at grocery stores? Where is the best place to buy these ten items? Will it always be the best place? What other factors may be as important as cost? What factors seem to be the most important to the elderly?[B]

TS11:8 Lead a class discussion about shopping suggestions for elderly persons with physical disabilities. Discussion should include the following topics: delivery services, shopping assistance services, and self-propelled shopping carts for the mobility impaired. KEY QUESTIONS: In what cases would use of a self-propelled shopping cart be advisable for an elderly person? When would the use of a self-propelled shopping cart not be advisable for an elderly person? In what kinds of situations would elderly persons require delivery services? shopping assistance services?

Product Labels and Packaging

TS11:9 Ask each student to bring examples of labels from three different food products and divide the class into cooperative learning groups to list the information found on the labels. Have a student volunteer write the information reported on the chalkboard or overhead projector. Lead a class discussion on food labeling. KEY QUESTIONS: What information is required to be on food labels? What information on each label is most useful for the elderly?

TS11:10 Make arrangements to take students on a learning tour of a grocery store, or ask students to tour the store outside of school hours. Have students observe the various ways that dates on products are identified and report their findings to the class. Lead a class discussion on the reasons this information is valuable to the consumer and to the caregiver for identifying food items that may no longer be safe for consumption. KEY QUESTIONS: What is meant by packaging date? freshness date? pull date? expiration date? How are these dates listed on different products? CRITICAL QUESTIONS: Why is this information valuable to consumers? How can this information be valuable for an elderly person's caregiver? Which dates on products help caregivers detect old food items in an elderly person's refrigerator or cabinet? (This Teaching Strategy may be combined with Teaching Strategy 11:12.)

TS11:11 Ask each student to design an ideal label for the elderly consumer for a frequently used food product. Have students share their designs in class and explain how their designs are different from current requirements or formats. Have class members select five labels that are most easily read and understood (print style should be large and easy to read for elderly with visual limitations). Display the labels in the classroom or class display case.

Unit Pricing

TS11:12 Make arrangements to take students on a learning tour of a local grocery store that features unit pricing. Ask the store representative to point out where unit pricing is shown and how to read the unit pricing information for different types of products.

If the store uses an electronic scanner to checkout, ask the representative to explain the difference between previous checkout methods and the electronic scanner method they use now. Guide students in preparing questions prior to the learning tour. Questions should include the following: What are the advantages of electronic scanners to store owners? What are the disadvantages? What are the advantages of electronic scanners to customers? What are the disadvantages? Have each student write a one-page paper about the advantages and disadvantages of electronic scanners. (This Teaching Strategy may be combined with Teaching Strategy 11:10.)

TS11:13 Provide each student with several types and sizes of empty food containers or labels. Place a price sticker on each label or container. Have each student select a container or label and identify the label information needed in order to figure the unit price. Ask student volunteers to write on the chalkboard or overhead projector the method used to determine the unit price of the product selected . Allow student volunteers to explain where they found the information on the label and how they arrived at the unit price.[B]

TS11:14 Divide the class into cooperative learning groups of three to four students each. Assign each group a list of five food items and five nonfood items, with varying sizes and brands specified. Have each group obtain the price for each item and compute the unit price. Have elected group leaders share their group's results with the class. Lead a class discussion on computing unit prices. CRITICAL QUESTIONS: Why do some sizes cost more than other sizes? Is the largest size always the lowest unit price? Who uses unit pricing? How can you use unit pricing in the store to help you shop? What food use practices can make it practical to purchase food in larger containers than would normally be used before spoilage or refusal? When would it not be practical to purchase larger containers of food with lower unit prices?[B]

PERSONAL AND HOUSEHOLD ITEMS

TS11:15 Ask students to choose one point of view and write a paragraph explaining their opinions on the statement, "A buyer should always comparison shop." Lead a class discussion about some of the reasons why comparison shopping is not always in the best interest of the elderly consumer. CRITICAL QUESTIONS: Is there a time when it is not efficient to comparison shop? Does it make more sense for some shoppers than for others to engage in comparison shopping? When has a shopper done enough comparison shopping? How can the elderly with limited mobility comparison shop? What about the elderly person who relies on others for transportation? How can a caregiver assist in the process of comparison shopping?[B]

Shopping Guidelines For Personal and Household Items

TS11:16 Have each student list places to shop for household items using those listed under the heading *Personal and Household Items* in Chapter 11 of the Reference Book. Examples include outlet stores, mail order houses, or television shopping programs. Have each student write a one-page paper about the advantages and disadvantages of buying from each place. Lead a class discussion on how to decide where to shop for household items. KEY QUESTIONS: Are there certain products you would buy from one place but not from another? What type of product would you buy from each place named? When is it wise to buy in small amounts? large amounts?[B]

TS11:17 Ask each student to develop a buying calendar based on seasonal sales, seasonal availability of food products, and "best times" to buy certain products. Examples of seasonal items include the following: fruits, vegetables, Christmas decorations, clothing, and garden supplies. Refer students to store managers for information about "best times" for consumers to buy specific products. Ask students to present their completed calendars to the class and allow class members to pass around the calendars. Make arrangements to distribute the calendars to the elderly in the community through church groups or senior centers.[B]

Shopping By Mail

TS11:18 Collect mail-order catalogs that offer a wide variety of merchandise. Divide students into cooperative learning groups to identify the following: order form, statement of consumer rights, how to return merchandise, and shipping and handling costs. Ask each group to list the advantages and disadvantages of mail-order shopping and have elected group leaders share their group's lists with the class. Lead a class discussion about the advantages and disadvantages of mail-order shopping using students' lists. KEY QUESTIONS: Is merchandise as pictured in catalogs usually accurate in color? in visible quality? in attractiveness? How can customers check for quality before purchasing mail-order merchandise? What can customers do if they are not satisfied with the quality of the merchandise ordered? In what ways can mail-order shopping be a helpful option for the elderly?

TS11:19 Obtain copies of the brochure *Consumer Tips on Buying By Mail* (publication #211) from the Council of Better Business Bureaus, Inc. (see reference list item E for further information). Lead a class discussion about the rights of a consumer who receives unordered merchandise, how to determine if a mail-order company is reputable, why keeping a record of mail-order transactions is important, and a consumer's rights if the company fails to make shipment. KEY QUESTION: What can consumers do to protect themselves from mail-order mishaps?[C]

PERSONAL RESPONSIBILITIES

TS11:20 Have each student write on individual slips of paper ways caregivers can assist the elderly with their personal affairs. Examples can include paying the bills, ordering merchandise by telephone, or obtaining repair estimates. Allow each student to draw a slip of paper and design a poster or visual display depicting a caregiver assisting an elderly person with that task. Display posters or visual displays in the classroom or display case.

TS11:21 Invite a bank representative to talk to the class about checking accounts options for the elderly such as accounts that include families and/or caregivers on the same account. Guide students in preparing questions prior to the speaker's arrival.

Questions should include the following: What types of accounts are available that would be of interest to the elderly? What incentives are offered for senior citizens to open an account? What are the benefits to an elderly person of having an account accessible to families and/or caregivers? What would a customer have to do to change a joint account back to a one-person account? Ask each student to write a one to two-page paper on the advantages and disadvantages of an elderly person having a joint checking account with family members or caregivers. Allow student volunteers to share their papers with the class.

Business Bills

TS11:22 Invite a home maintenance specialist to demonstrate simple household repairs which a caregiver might perform for the elderly, such as replacing a washer in a leaking faucet or patching up a small hole in a wall. Guide students in preparing questions in advance. Questions should include the following: When should caregivers seek professional help for household repairs? What warning signs signal the need for professional assistance? Ask each student to select a simple household repair job to write about. Papers should identify the item that needs to be repaired, the reason why it needs to be repaired, and step-by-step instructions on how to repair the identified item. To obtain step-by-step information refer students to the self-help section of a library, a hardware store, an instruction manual, or a person they know who is familiar with simple household repairs. Display papers in the classroom or class display case.[C]

TS11:23 Have each student draw a card listing a needed household repair, such as a leaking roof, broken appliance, or broken window. Ask students to research available resources, such as books from the library, appliance repair stores, or hardware stores, and make an appropriate decision in order to correct the problem. Have students share their findings with the class. CRITICAL QUESTIONS: What factors must be considered in order to make a wise decision? How can a consumer determine the reliability of a repair company? Is the lowest estimate always the most important factor? Why?

Other

TS11:24 Ask a representative of a telephone company to speak to the class about types of services that are offered to people with physical disabilities. Have the speaker display samples of telephones with large touch pads, 'blinking light" ring indicators, volume amplifiers, automatic dialing features, and other features that benefit the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What is the expense of purchasing telephones with these added features? What is the expense of leasing the same telephones? Do many elderly persons lease or purchase these telephones? Have each student write a one-page paper on telephone options for the elderly.

12

Frauds, Gyps, and Deceptions

SUPPLEMENTAL COMPETENCY

- Analyze fraudulent and deceptive practices.

OBJECTIVES TO ACHIEVE

- Point out reasons why the elderly often fall for fraudulent and deceptive practices.
- Identify types of fraudulent and deceptive practices.
- Identify ways to spot fraudulent and deceptive practices.
- Explain how caregivers can help protect the elderly from fraudulent and deceptive practices.
- List sources where the elderly can obtain protection and assistance.

HEALTH CLAIMS

TS12:1 Write on the chalkboard or overhead projector the diagram of Maslow's hierarchy of needs. Have each student complete the diagram by writing the name of the need for each level. Refer students to information under the heading *Meeting Emotional Needs of the Elderly* in Chapter 6 of the Reference Book. Have each student give one example for each of Maslow's needs of a fraudulent practice that an elderly person might fall prey to while experiencing that need. Lead a class discussion on how fraudulent and deceptive practices appeal to each of the needs listed on the diagram. KEY QUESTIONS: How will an elderly person who suffers financially react to a door-to-door salesperson who promises a great opportunity for financial success? Why are lonely elderly persons be more prone to inviting salespersons in their homes? If an elderly person's self-image suffers as a result of natural physical changes, will this increase the chances of falling prey to medical quackery? Why?

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* TS 12:1 indicates teaching strategy, chapter 12, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS12:2 Ask each student to name reasons why they think the elderly might be targets for quackery. Reasons that may be mentioned include loneliness, desire for attention, desperateness for offer of hope or happiness, pain from illness, or suffering from some problem. Allow students to share accounts of elderly persons they know who have been victimized by quackery. CRITICAL QUESTIONS: Are the elderly more vulnerable than persons of other ages? Why?

Cures For Everything

TS12:3 Ask each student to clip out and bring to class two advertisements from printed material (magazines, newspapers, or tabloids) that promise cures for problems such as obesity, baldness, arthritis, and other health concerns. Have students present their advertisements to the class and explain the products and how they work. Ask class members to vote on the most convincing presentation and lead a class discussion on the selling points of this type of advertising. KEY QUESTIONS: What caused you to be attracted to this product? What key words are used in the advertisement to convince the reader? (Answers should include words such as quick and easy cure, scientific breakthrough, secret formula, and proven in clinical studies).

Ways to Spot Health Quacks

TS12:4 Borrow the videotape *Health Quackery: Fact or Fraud* from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Have each student identify four areas where fraud is often found (food quackery, drugs, devices, and clinics), some ways fraud can be prevented, questions that the consumer should ask before making a purchase, and what should be done if fraud is suspected by the consumer. CRITICAL QUESTION: How can the caregiver of an elderly person use this information?

INCOME SCHEMES

TS12:5 Make a copy of Teaching Aid 59, ABC's of Fraud. Cut it into strips by letter so students can draw one letter from an envelope. Have each student read the fraud related expression or caption drawn and develop a scenario of a fraudulent income scheme that incorporates that fraud related expression or caption. Have the class offer remedies or where to go for help with each type of problem. Ask each student to write a one-page paper on the topic of informing the elderly about fraudulent income schemes.[B]

TS12:6 Arrange for a classroom panel discussion by inviting a law enforcement officer and representatives from the Better Business Bureau, the District Attorney's office, and the Social Security Office to discuss personal safety problems commonly encountered by elderly persons, such as burglary, purse snatching, con-artists, and fraudulent business deals. Ask each guest to give an overview of the problems in their area of experience and provide information on current problems and resources for preventing fraud. Divide the class into cooperative learning groups and have each group prepare one case to present to the panel for evaluation. Have the panel offer constructive suggestions on how to resolve the situation. Allow time for questions and answers from panel members.

Extra Income

TS12:7 Obtain copies of the pamphlet *Tips on Multi-Level Marketing* (publication #02-239) from the Better Business Bureau (see reference list item E for further information). Have each student read the pamphlet and lead a class discussion about multi-level marketing frauds. KEY QUESTIONS: What is a "pyramid" scheme? What is multi-level marketing? What are the tactics of a pyramid scheme? What are some suggested guidelines for investors? Have each student list three things that all investors should find out prior to investing in a company. (Answers are on the last page of the pamphlet.) CRITICAL QUESTIONS: How do advertisers attract elderly persons to their schemes or products? What type of advertisement might make elderly persons especially vulnerable?

TS12:8 Have each student search in the local newspaper and at least one newspaper from a large city for any work-at-home advertisements that offer extra income in a way that seems too good to be true. Ask each student to evaluate the claims of the company by using the suggestions made in the brochure *Tips on Work-At-Home Schemes* (publication #204) from the Council of Better Business Bureaus, Inc. (see reference list item E for further information). Have students write a one-page paper stating whether or not they believe the company in the advertisement is reliable and how the decision was reached. Have student volunteers share their papers with the class.

BUNCO SCHEMES

TS12:9 Have each student collect one newspaper and/or magazine article concerning elderly people who have been deceived by fraudulent practices and false advertising. Ask each student to identify the type of deception involved and name the need of an elderly person to which the fraud appeals. Have student volunteers share their findings with the class.

TS12:10 Borrow the videotape *Fraud and Other Con Games* from the AARP Scheduling Office (see reference list item I for further information). Ask each student to list ways that the elderly can protect themselves from fraud and con games. Allow students to share their answers with the class. Lead a class discussion about the topics covered in the videotape. KEY QUESTIONS: Why are the retired elderly targets of many fraudulent schemes? What are examples of key words used by con artists on potential victims?

Pigeon Drop Scheme / Bank Examiner Scheme

TS12:11 Obtain copies of *How to Spot a Con Artist* from AARP Fulfillment Center (see reference list item A for further information). Have each student read the pamphlet. Draw two columns, one with the heading "con artists" and the other with the heading "victims," on the chalkboard or overhead projector. Ask class members to list characteristics of con artists and victims as a student volunteer writes answers in the appropriate column. Lead a class discussion on common characteristics of con artists and common characteristics of victims. KEY QUESTIONS: What age groups are most vulnerable to con artists? Why? CRITICAL QUESTION: What can caregivers do to help protect the elderly from bank schemes?

LANDS IN THE SUN

TS12:12 Invite a real estate agent to speak to the class about land frauds and land sale transaction laws. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are signs to look for when land fraud is suspected? What can consumers do to protect themselves from land fraud? Should most mail order developers be suspect? How prone are the elderly to getting involved in land frauds? Have each student write a one-page paper on the topic of protecting the elderly from land frauds.

BUSINESS SCHEMES

TS12:13 Divide the class into cooperative learning groups and have each group develop scenarios and role play some of the most common business frauds, such as pressure sell techniques, contracts, mail order fraud, and other schemes. Have the rest of the class identify the deceptive practice and characteristics of it and lead a class discussion about how each situation could have been prevented. KEY QUESTION: What can caregivers do to prevent the elderly from becoming involved in common business frauds?

Bait and Switch

TS12:14 Divide the class into cooperative learning groups to develop a skit depicting the bait and switch scheme. Have each group present their scenario to the class. Lead a class discussion on bait and switch schemes. KEY QUESTIONS: How can bait and switch schemes eventually hurt a business? How will customers feel if they find out they have been lured into a store for other purposes? What can customers do if they find out that a store has been practicing bait and switch schemes? How can caregivers protect elderly people from bait and switch schemes?

Contracts

TS12:15 Have each student develop a set of questions that the elderly may ask if fraud is suspected or before signing any contracts. Ask each student to look up the names, addresses, and telephone numbers of organizations that will assist an elderly person with problems associated with fraud. Ask each student to neatly place this information on a decorative card and arrange to have students' "fraud prevention" cards distributed at a senior community center.[B]

Pressure Sell

TS12:16 Divide the class into cooperative learning groups to develop a skit to demonstrate "pressure sell" toward elderly persons. Allow each group to present their skit to the class and lead a discussion about students' presentations. KEY QUESTIONS: How did the elderly victims react to pressure selling tactics in each skit? How was their decision making process affected by pressure selling methods? CRITICAL QUESTIONS: What is the difference between a pressure sell salesperson and an average salesperson? What can the elderly do to protect themselves from pressure selling strategies?

Mail Order Fraud

TS12:17 Have students collect examples of deceptive advertisements in magazines, newspapers, and material received through the mail. Ask each student to highlight the questionable parts of the ad. Compile a list of key words, promises, and slogans that should alert consumers to beware of the claims made in such advertising. Have a student volunteer write this information on the chalkboard or overhead projector for the class to see. Display the highlighted advertisements in the classroom or class display case.

DOOR-TO-DOOR SALES SCHEMES

TS12:18 Duplicate and distribute Teaching Aid 60, Case Studies: Let the Buyer Beware! Have students determine appropriate steps for a caregiver to take in each situation given on the Teaching Aid. Ask students to share their results with the class. Lead a class discussion comparing and contrasting students' different responses. KEY QUESTION: How can situations be handled differently and still have the same end result?

Books, Encyclopedias, and Magazines

TS12:19 Duplicate, distribute, and have each student read Teaching Aid 61, Scam Watch: Door-to-Door Sales and the Law. Lead a class discussion about responsibilities of door-to-door salespersons and cancelling a sale. KEY QUESTIONS: Can customers cancel a door-to-door sale? How? What must the seller provide to the buyer? How can consumers cancel a contract without a notice of cancellation form?

Burial Schemes

TS12:20 Display Teaching Aid 62, Beware of Cemetery Lot Sales Representatives. Have each student write a two-page paper about a fictitious elderly person named Pauline who is approached by a cemetery lot representative. Write about the feelings of guilt that Pauline might develop as a result of convincing reasons expressed by the representative who is trying to make a sale (refer students to the sales pitches listed in the Teaching Aid). Ask student volunteers to share their papers with the class and lead a discussion about how representatives can use guilt to pressure consumers to buy. CRITICAL QUESTION: How do feelings of "not wanting to be a burden" affect how the elderly may respond to this type of sales pitch?[B]

Charity Solicitations

TS12:21 Obtain a copy of *Give But Give Wisely: A Guide to Charitable Giving* from the Council of Better Business Bureaus Inc. (see reference list item E for further information). Display the listing of charitable, educational, and religious organizations in the classroom or class display case. Duplicate and distribute Teaching Aid 63, Standards for Charitable Solicitations. Refer to the display and the Teaching Aid to explain the meaning of the codes that appear after the names of organizations and how that relates to meeting provisions of the Council of Better Business Bureau standards for charitable solicitations (code interpretations are found under the heading *CBBB Standards for Charitable Solicitations* on the displayed pamphlet). Lead a class discussion about how caregivers can help the elderly stay informed and updated about the charitable organizations through the Better Business Bureau. KEY QUESTIONS: How can the elderly become better informed about different charitable organizations? What do the codes following organization names refer to? CRITICAL QUESTION: How can the information from these codes affect donors decisions about giving?

Home Improvement Rackets

TS12:22 Have a student volunteer write the definition of the word *lien* on the chalkboard or overhead projector. List other words that may take the place of the word lien but mean the same thing, such as *security interest* and *mortgage*. Lead a class discussion about the possible consequences of signing a contract with a lien. KEY QUESTIONS: Why should consumers avoid signing contracts on the spot and in the presence of the salesperson? Why should consumers insist that there not be any blank areas in a contract? What can occur if the consumer does not make payment on a house with a lien?

SOURCES OF ASSISTANCE

TS12:23 Request pamphlets from the Council of Better Business Bureaus Inc. (see reference list item E for further information) that describe fraudulent and deceptive practices, such as *Tips on Avoiding Telemarketing Fraud* (publication #24-238), *Tips on Medical Quackery* (publication #24-194), and *Have You Won a Vacation*? (publication #24-224). Have students locate the suggestions contained in the pamphlets for helping the elderly consumer identify fraud. Ask a student volunteer to summarize on the chalkboard or overhead projector suggestions as mentioned in the pamphlets.

TS12:24 Lead a class discussion on the role of the caregiver in helping prevent frauds and gyps. CRITICAL QUESTIONS: When is a caregiver interfering with an elderly person's business or infringing on personal rights? How do gyps and frauds relate to the elderly bill of rights discussed earlier?

TS12:25 Invite a representative from the Better Business Bureau to speak to the class about current frauds, gyps, and deceptions especially designed to attract the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Which frauds, gyps, and deceptions are especially targeted for the elderly? What does the Better Business Bureau do to help protect the elderly from frauds, gyps, and deceptions? What can the elderly do to remain informed about as well as protect themselves from frauds, gyps, and deceptions? What is the procedure of filing a complaint with the Better Business Bureau? How are complaints handled? Ask each student to write a one-page paper on the topic of how the Better Business Bureau can inform, help, and protect the elderly from frauds, gyps, and deceptions.

TS12:26 Ask each student to prepare a display illustrating common frauds along with sources of help. Have each student place their visual displays in places where the elderly can view them, such as senior citizen centers.

TS12:27 Duplicate and distribute Teaching Aid 64, Sources of Assistance. Have each student select a source of assistance and contact the organization regarding how they can assist a person who suspects fraud on the part of a business or who has been a victim of fraudulent practices. Have each student prepare a written report of all the research findings for the school newspaper. KEY QUESTIONS: What type of cases does this organization provide help for? Is there a local office of this organization? How should contact be made? What information is needed in order to obtain help?[B]

TS12:28 Have each student write a letter of complaint about an advertised product based on the suggestions found in Teaching Aid 65, Finding Help. KEY QUESTIONS: What should a consumer do if a letter of complaint is not answered? How should a consumer follow-up an unanswered complaint?[B]

TS12:29 Have each student view *Crime Prevention: It's No Laughing Matter* from AARP Fulfillment Center (see reference list item A for further information). Lead a class discussion on the kind of deceptive practice that is pictured in each cartoon. KEY QUESTIONS: How can these consumers file a complaint? Where should they send complaints? CRITICAL QUESTIONS: How does the isolation of the elderly impact their vulnerability to fraud? What suggestions can be offered to help lessen the vulnerability of isolated elderly persons? What community sources might be of assistance in this area?

13

Clothing Needs

ESSENTIAL ELEMENTS

- Identify characteristics and care needs of the elderly.(n1B)
- Determine appropriate methods to meet the social and psychological needs of the elderly.(n2B)
- Determine strategies for facilitating self-help.(n3G)
- Demonstrate procedures for handling clothing and linens.(n5B)

OBJECTIVES TO ACHIEVE

- Identify the clothing needs of the elderly.
- Describe how caregivers can help select and coordinate clothing for the elderly person.
- Give examples of desirable clothing features to look for when selecting clothing for the elderly.
- Identify the basic steps to good laundering and clothing maintenance.

CONSIDERATIONS ABOUT CLOTHING NEEDS

TS13:1 Prepare cards listing the different clothing needs of the elderly. Have each student draw a card and explain how that need will affect clothing choices of the elderly. Lead a class discussion on students' responses. KEY QUESTION: What can a caregiver do to help an elderly person make wise clothing choices according to his or her special needs?

TS13:2 Have each student visit with an elderly person to talk about clothing preferences and needs, noting especially the person's feelings about personal attire and having someone else assist with clothing care or selection. Have students report the information received and what was learned. Write on the chalkboard or overhead

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* TS 13:1 indicates teaching strategy, chapter 13, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

projector the main points learned. Lead a class discussion on students' results. KEY QUESTIONS: What different feelings were expressed by the elderly persons interviewed. What feelings do you have about your own clothing? How would you feel about the idea of someone else going through your clothes and selecting clothing for you?

TS13:3 Invite a panel of elderly people to class. Ask them to share reasons for changes they have made over the years in their selection of apparel. Guide students in preparing questions prior to the speakers' arrival. Questions should include the following: When did you start changing your selection of apparel? Why? To what extent do the following three factors influence changes in clothing selection—personal tastes, personal needs, and fashion patterns? Are you satisfied with your present wardrobe? Have your clothing choices been limited according to your situation? Are there clothing items that you would like to wear but are not able to? Lead a class discussion about the choices that the elderly have in clothing today. KEY QUESTIONS: What clothing options do the elderly have today as compared to thirty years ago? When do elderly persons decide to change their clothing choices?

SELECTING AND COORDINATING CLOTHING FROM THE WARDROBE

TS13:4 Have students develop a clothing chart for an elderly person they know. The chart should include a list of daily activities and the clothing needed for each activity. Ask students to share their charts with the class. Lead a class discussion on the similarities and differences of students' charts. KEY QUESTIONS: What are basic clothing needs? What type of person needs the most clothes? CRITICAL QUESTIONS: Who sets the standards of what appropriate clothing is for different ages? When is a person too old to wear certain items of clothing? When is a person old enough to wear certain items of clothing? When is a person old enough to wear whatever he or she wants to wear?[B]

TS13:5 Invite a clothing or accessory buyer from a department store to speak to the class regarding extending the wardrobe by using scarves, neckties, purses, jewelry, and other accessories. Ask the speaker to demonstrate various ways to tie scarves and a proper knot for a necktie. Have each student write a one-page paper explaining one of the ways to extend a wardrobe. Ask students to share their papers with the class.[B]

TS13:6 Divide the class into cooperative learning groups and have each group select three or four basic items of clothing for an elderly person. Items for a woman may include a jacket, two skirts, and a pair of slacks. Items for a man may include a sport jacket, dress slacks, a light-weight sweater or vest, and casual slacks. Challenge students to assemble as many different outfits as possible by mixing and matching the basic wardrobe pieces using different shirts or blouses and accessories. Have each group select pictures from catalogs or magazines to illustrate the items of clothing chosen and each of the different outfits assembled. Have elected group leaders share their group's wardrobe with the class.

TS13:7 Ask students to complete Teaching Aid 66, Clothing Needs and Adaptations. (Several clothing adaptations may be suitable for each clothing need.) Students should be able to give other situations justifying adaptations. Lead a class discussion on reasons for clothing adaptations. KEY QUESTIONS: What adaptations fall under the category of limited reach and range of motion? What needs for clothing adaptations are not specifically listed on the worksheet?

TS13:8 Have each student research sources such as clothing catalogs, large department stores, and county extension agents for information about clothing adapted for special needs. Each student should identify two types of clothing items that are especially designed to meet the needs of the elderly and the two companies that provide the clothing items mentioned. Have each student share the information received with the class.

DESIRABLE CLOTHING FEATURES IN READY-MADE CLOTHING

TS13:9 Bring catalogs and/or pattern books to class for each student to look through and select clothing appropriate for an elderly person. Have each student show one selection and lead a class discussion about students' choices. KEY QUESTIONS: Why is the design appropriate for the elderly? How can adaptations affect appearance of clothing? How can adaptions affect cost or availability of clothing? What other adaptations may be made?

TS13:10 Reinforce the importance of clothing adaptations for the elderly by having students tape or wrap their fingers so they do not have much flexibility or finesse with their hands. Have students try to pick up small objects, button and unbutton garments, untie and re-tie shoes, and other dressing maneuvers. Lead a class discussion about students' feelings during this experiment. KEY QUESTIONS: How do your hands feel? Do you associate this feeling with any condition that you hear older people talk about? Why do you think it is important to make adaptations in clothing for the elderly?

Fabric

TS13:11 Divide the class into cooperative learning groups and provide each group with a variety of fabric swatches. Have students in each group examine the swatches for weight, strength, absorbency, ease of care, durability, comfort, resistance to weather, and colorfastness. Lead a class discussion on what to consider when selecting fabric for the elderly. KEY QUESTIONS: What type of fabric is least abrasive for an elderly person with crutches or a brace? Which fabrics are recommended for stretching, reaching, and pulling motions? Which fabrics may cause irritation or itchiness? What are the advantages and disadvantages of each fabric?

Fasteners

TS13:12 Lead students to brainstorm for various types of clothing fasteners. Ask a student volunteer to write the suggestions on the chalkboard or overhead projector. Lead a class discussion about the ease or difficulty of manipulating each fastener. KEY QUESTIONS: How easy or difficult would it be for an elderly person to manipulate each fastener? What if the elderly person has limited dexterity? How can the types of fasteners on clothing for the elderly help to promote self-esteem and feelings of independence for the elderly person? To what extent should caregivers go to encourage an elderly person's feelings of independence?

Design and Style

TS13:13 Write on the chalkboard or overhead projector examples of physical limitations of the elderly, such as an inability to lift arms over head, arthritis in the hands, inability to bend from the waist, and other common difficulties. Ask each student to suggest a design and style of clothing that will be helpful for an elderly person in each situation. Lead a class discussion on choosing a design and style of clothing for elderly persons according to their individual situations. KEY QUESTION: How does a person's life situation affect the design and the style of clothing choices?

Comfort

TS13:14 Ask each student to clip pictures from a magazine or clothing catalog to obtain one complete outfit (including shoes and socks) for an elderly person. Have each student to look for clothing that emphasizes comfort and make a visual display with the pictures. Ask each student to identify and label the comfortable features of the clothing items. Display students' projects in the classroom or class display case.

Safety

TS13:15 Ask each student to write on a piece of paper a list of types of clothing and footwear that might jeopardize the safety of an elderly person. (Answers should include the following: slippery soles on shoes, shoes with untied shoe laces, full-length robes, loose fitting long sleeves, flammable materials, and high heels.) Write students' answers on the chalkboard or overhead projector as they share their lists aloud to the class. Lead a class discussion on the dangerous aspects (for the elderly) of each clothing item mentioned. KEY QUESTIONS: What can happen to an elderly person cooking with a loose fitting long sleeved blouse? Why are full-length robes dangerous for the elderly to wear? CRITICAL QUESTION: Why are some clothing items not considered dangerous for most age groups to wear but are considered dangerous for the elderly to wear?

Cost

TS13:16 Divide the class into cooperative learning groups and provide each group with $250 of play money for the simulated acquisition of a new wardrobe for an elderly person. Refer groups to newspaper advertisements, clothing or department stores, and clothing catalogs to determine prices. Have each group list the following information for each piece of clothing that is "purchased": cost of item, place of purchase, and type of fasteners, if applicable. Have elected group leaders share details concerning their group's "purchased wardrobe" with the class. Group members should be prepared to justify their group's wardrobe selections to the class. After the presentations, have class members vote on the group that selected the most practical wardrobe for the least amount of money.[B]

TS13:17 Divide the class into cooperative learning groups. Have each group obtain costs from two dry cleaning stores for the following clothing items: dress, two-piece suit, skirt, blouse, sweater, long coat, slacks and jacket. Allow each group to share their information with the class. Determine the average cost to dry clean each clothing item and lead a class discussion about dry cleaning cost concerns for the elderly on a limited budget. KEY QUESTIONS: What is the yearly cost of having one skirt, one blouse, and one dress dry cleaned every month? What is the one-time cost of cleaning one suit, a pair of slacks, and a sweater? What is the yearly cost of dry cleaning a long coat and jacket if each is cleaned three times a year? Can dry cleaning costs add significant burdens on the elderly with limited budgets or funds? CRITICAL QUESTION: What condition can contribute to additional costs for utilizing dry cleaning services? (Answer: lack of transportation combined with limited access to dry cleaning establishments.)[B]

CLOTHING FOR PERSONS CONFINED TO WHEELCHAIRS

TS13:18 Invite a physical therapist or representative from a rehabilitation center to talk to the class about types of clothing best suited for persons confined to wheelchairs or wearing special braces. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How can clothing be adapted to meet the special needs of persons confined to wheelchairs? What type of special clothing is available for persons with limited physical mobility? What clothing concerns do you hear about most often from your client? Do the elderly in wheelchairs have different clothing needs from other age groups in wheelchairs? Ask each student to write a one-page paper on the topic of clothing problems and solutions for persons confined to wheelchairs.

MAINTAINING THE WARDROBE

TS13:19 Have each student bring a clothing care label to class. Lead a class discussion about the different requirements listed on the labels. KEY QUESTIONS: Which garments can be most easily maintained by the elderly person? What can the caregiver do to help?

TS13:20 Lead students to brainstorm for clothing care tips for elderly persons with poor eyesight. Have a student volunteer write ideas on the chalkboard or overhead projector and lead a class discussion about special clothing concerns for elderly persons with poor eyesight. KEY QUESTIONS: Would an elderly person with poor eyesight have special problems in caring for clothing? What difficulties would such a person have detecting and caring for stains, tears, and small defects? Should certain colors and/or fabrics be avoided by persons with poor eyesight?

TS13:21 Obtain clothing from an elder care facility that needs adapting or renovating, such as removing hook fasteners and sewing in Velcro strips. Have each student adapt or renovate one garment. CRITICAL QUESTIONS: How did students feel about making the adaptations? How did the recipients of the clothing feel?

TS13:22 Ask students to list the steps involved in doing laundry. Write on the chalkboard or overhead projector the steps as they are named by class members. Lead a class discussion about problems that may occur when any step is omitted. KEY QUESTIONS: What can occur if light and dark clothing are washed together? Why? Why should you mend and repair clothes before washing?

TS13:23 Have each student work individually to prepare a large print, stain removal chart that can be used by an elderly person in the community. Charts should include as many simple techniques as possible using household items rather than requiring the purchase of specific products with limited uses. Charts can be covered with clear, adhesive-backed paper or laminated for longer use. Bring students' charts to a senior community center for distribution. This strategy can be integrated into an FHA/HERO activity.[B]

14

Nutrition for the Elderly

ESSENTIAL ELEMENTS

- Identify the functions and sources of nutrients.(n3A)
- Explain the relationship of digestion and metabolism to health.(n3B)

OBJECTIVES TO ACHIEVE

- Identify the daily food requirements for the elderly.
- Describe the different factors that influence the food intake of the elderly.
- Identify common dietary deficiencies and diseases associated with the elderly.
- Discuss digestion and metabolism in relation to the health of the elderly.

BASIC NEEDS

TS14:1 Have students complete Teaching Aid 67, Pretest on Elderly Food Requirements. Allow students to share their answers and correct any wrong answers. Duplicate and distribute Teaching Aid 68a, A Pattern For Daily Food Choices, and lead a class discussion on the basic food groups and the daily requirements for each group. Make a transparency out of Teaching Aid 68b, Food Guide Pyramid for students to view during the class discussion. CRITICAL QUESTIONS: Are the guidelines different for other age groups? Who establishes these guidelines? Does everyone agree with them?

TS14:2 Have each student complete Teaching Aid 69a, Daily Food Group Match-Up. (See Teaching Aid 69b for correct answers.) Identify the food groups that are most often deficient in an elderly person's diet. KEY QUESTIONS: What deficiency might an elderly person have if dairy products are not included on a daily regular basis? What deficiency might an elderly person have if not enough protein foods are consumed such as meats, beans, and poultry? What food groups contain several sources of Vitamin A? What are the sources? What food

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* TS 14:1 indicates teaching strategy, chapter 14, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

group contain several sources of Vitamin C? What are the sources?

TS14:3 Using food models or pictures of foods, have each student prepare mobiles to illustrate the daily food requirements of the elderly. Display mobiles by hanging in the classroom or class display case.

TS14:4 Have each student interview a representative from a local group or institution that provides meals for the elderly such as meals on wheels, senior citizens center, a church, or recreation center. Guide students in preparing questions prior to the interviews. Questions should include the following: Are meals planned according to state established guideline requirements for the elderly? How many meals are served each day? each week? What times of the days are meals served? Where are the meals served? Are meals provided to all elderly persons or are only certain elderly persons qualified to receive meals? Are individual dietary needs taken into consideration such as alternate food choices for diabetic persons? What menu items do the elderly enjoy the most? What menu alterations cater specifically to the needs of the elderly (such as offering cut corn versus corn on the cob for elderly persons with dental problems). Ask each student to design a small visual display on the local group or institution interviewed. Each display should answer the questions *who, what, where, why, when*, and *how* about that particular group or institution. Allow student volunteers to present the information on their visual display to the class before displaying in the classroom or class display case.

Daily Requirements

TS14:5 Have each student plan and prepare a low-cost and low-calorie meal appropriate for meeting one-third of daily requirements for the elderly. Lead a class discussion about adjusting diets for the elderly. CRITICAL QUESTIONS: Why are fewer calories needed? How can food habits be changed? Are the low-calorie, low-cost meals as appetizing or appealing as other meals? Why?

Food Groups

TS14:6 Ask each student to assist an elderly person in keeping a dietary log of food eaten during one day. Have students prepare and present to the class a visual display showing the number of servings of each food group that the elderly person ate. KEY QUESTIONS: In what food group were the daily requirements not met most often? Which food group did most of the foods on the dietary logs represent? Why? What deficiencies can be identified from students' displays?[B]

A SENSORY VARIETY GUIDE

TS14:7 Have each student bring examples of menus printed in newspapers or magazines. Ask students to evaluate the menus according to Teaching Aid 70, A Sensory Variety Guide. Have each student adjust the menus to meet the suggested guidelines. Ask student volunteers to present their "before" and "after" menus to the class. Lead a class discussion about adjusting menus to meet the sensory needs of the elderly. KEY QUESTIONS: What are some examples of changes in meal planning that improve meals through sight? through smell? through taste? through touch? through hearing?[B]

FACTORS THAT INFLUENCE FOOD INTAKE

TS14:8 Ask students to make generalizations about an elderly person's dietary needs. Some students may have misconceptions about the elderly's dietary needs; guide the students to dispel their myths. Lead a class discussion about special considerations of dietary planning for the elderly. Examples include the following: few calories, more frequent meals, soft foods for those with digestive problems, or other food related difficulties. Point out that loss of independence, depression, spouse, and other major life changes or emotional changes can affect the appetites of the elderly. KEY QUESTIONS: Why should one consider a person's past food habits and food preferences when planning a menu for the elderly? What might you do with or to a food to make it appealing if the elderly person does not like it in the form you served it?

TS14:9 Ask students to describe their favorite meals. Lead a class discussion about the factors that made the meal special. Write students' responses on the chalkboard or overhead projector and lead a class discussion about the influences of memory on food preferences. CRITICAL QUESTIONS: Why are memories and meals so closely related for many people? What influences can memories have on nutrition for the elderly? How can the caregiver help recreate or listen to memories of meals?

TS14:10 Lead a class discussion on Teaching Aid 71, Changes That May Effect Eating By The Elderly. Emphasize that an elderly person may experience none, some, or all of these changes; each individual is unique. Have each student complete the column on effects on eating and discuss answers in class. CRITICAL QUESTIONS: What can caregivers do to help the elderly continue nutritionally sound eating habits during times of emotional and physical changes? At what point is professional help necessary?

TS14:11 Divide the class into two cooperative learning groups. Have each group choose a leader to take notes. Have one of the groups describe in detail the experience of dining in a very fine restaurant. Give descriptions of possible surroundings and atmosphere, sights, smells, tastes, and sounds. What would the group be wearing? How would they be greeted? What would they see and smell as they walk to their table? What would they order? What kind of atmosphere would they be experiencing? Have the other group describe in detail the experience of an elderly couple who must budget meals on $20.00 a week (each). Describe in detail their mealtime experience. What kind of limitations would the elderly couple have on their food choices? What would their attitude be toward mealtime? What would be some possible examples of their mealtime atmosphere? What would they see, smell, taste, feel and hear? Allow elected group leaders to present their group's results to the class. Conclude by leading a class discussion on the contrasting responses from each group. KEY QUESTIONS: How will TV ads and shows of food make you feel if you were the person eating on $20.00 a week? How does background affect the enjoyment or taste of a meal? How can a low-budget meal be made more enjoyable as well as be nutritious? How may the insights gained affect your role as a caregiver?

TS14:12 Lead a class discussion about nutrition programs for the elderly, including congregate meal programs, such as organizations or centers where the elderly can obtain food, home-delivered meals like meals-on-wheels, churches, senior citizen centers, restaurants that give discounts to the elderly, or other similar programs. KEY QUESTIONS: What organizations in your community aid the elderly in obtaining food? What service does meals-on-wheels provide that some of the other services do not? What federal programs can provide assistance for meals to senior citizens who are on fixed or limited incomes? Who administers these programs in your area? Do they need volunteers to assist with the programs? What impact on the nutrition of the elderly do these programs have? How can FHA/HERO be involved?[B]

TS14:13 Have each student interview one elderly person to discuss factors that influence eating. Guide students in preparing questions prior to the interview. Questions should include the following: What kinds of situations encourage you to eat? When do you find it difficult to eat? In what situations is your appetite at its best? Have students share their recommendations for effective assistance in improving or changing eating habits for the elderly. Lead a class discussion about students' recommendations. CRITICAL QUESTIONS: What effect do visitors have on the eating habits of the elderly? Do some elderly persons refuse to feed themselves as a way to have company to eat with them? Why? What alternatives can caregivers offer to elderly persons who do not want to eat alone?

DIETARY DEFICIENCIES AND DISEASES

TS14:14 Divide the class into three teams. Each team will research one of the following problems: osteoporosis, obesity, or malnutrition. The research should answer the following questions: What is the nutrition problem? Who is most susceptible to this problem? What are the symptoms of the problem? What are ways to prevent the problem? Have elected group leaders share their team's research with the class. Ask students to write a one-page paper about one of the topics that was presented by a group other than their own.[B]

TS14:15 Have each student read recent newspaper and magazine articles, brochures, and pamphlets on atherosclerosis (hardening of the arteries) and diet. Sources can include The American Heart Association, State Health Departments, and libraries. Have each student share information obtained with the class, including the following facts: atherosclerosis is responsible for more deaths in Americans; most experts believe that there is a correlation between a buildup of plaque deposits in the walls of blood vessels and levels of cholesterol in the blood; although other factors, such as high blood pressure, diabetes, smoking, and being obesity also increase the risk of atherosclerosis, scientists recommend a reduced level of fat intake; and consumption of less saturated fat is particularly recommended. Lead a class discussion on Teaching Aid 72, Lowering Fats and Cholesterol in Your Diet that offers tips especially beneficial for the elderly. CRITICAL QUESTIONS: How can the caregiver help the elderly follow these tips? When should a person begin forming habits that follow these guidelines?

TS14:16 Invite a dietician to speak to the class regarding the presence of saturated and polyunsaturated fats in convenience foods. Ask the speaker to show students how to read food labels in order to determine the amount of fat the product contains. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: If nutritional information is not listed as per serving, how are per serving calculations determined? What is the difference between saturated fat and polyunsaturated fat? How can polyunsaturated fat be helpful in one's diet? Ask each student to write a one-page paper on the topic of determining the fat content of store bought items by reading food labels.[B]

TS14:17 Ask each student to bring several examples of food labels to class, including convenience food labels. Have each student identify information on the label regarding fat content. Determine how that food item might fit into the total diet plan of an elderly person or suggest a more nutritious substitute.

TS14:18 Divide the class into cooperative learning groups to prepare visual displays about the dietary deficiencies and diseases common among older people. Ask each group to include the name of the deficiency or disease, problems associated with it, the nutrient that is needed to prevent the disease, and sources of that nutrient. Display in the classroom or class display case.

Health, Digestion, and Metabolism

TS14:19 Ask each student to complete Teaching Aid 73, The Digestive System. Have student volunteers share their answers with the class while other students correct their papers accordingly. Lead a class discussion on how food is absorbed and some of the difficulties that the elderly have at each point along the digestive tract. KEY QUESTIONS: What are some digestive problems most common to the elderly population? How can these problems affect nutritional health?

TS14:20 Have each student define the term *basic metabolic rate* and write on the chalkboard or overhead projector the correct definition. Lead a class discussion on how to calculate calorie requirements from basic metabolic rates. Have each student complete Teaching aid 74, Calculating Calorie Requirements. CRITICAL QUESTIONS: What does basic metabolic rate have to do with calorie requirements? Within what period of time should the number of calories calculated be consumed?[B]

TS14:21 Invite a dietitian to speak to the class about health problems of the elderly that interfere with the digestive process. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What special health concerns of the elderly adversely affect digestion of food? absorption of nutrients? What can caregivers do to improve the nutritional status of the elderly who have these special health needs? What alternatives are available for elderly people who are having difficulties digesting and absorbing food? Have each student write a one-page paper on the topic of digestion, absorption, and the elderly.[B]

15

Menus and Diets for the Elderly

ESSENTIAL ELEMENTS

- Plan diets to meet special needs.(n3C)
- Relate food preparation and service techniques to retention of nutrients.(n3D)

OBJECTIVES TO ACHIEVE

- Point out factors to consider in planning meals for the elderly.
- Explain the use of cycle menus.
- Demonstrate an ability to use the menu planning form.
- Describe regular diets.
- Describe the most commonly used modified and therapeutic diets.
- Relate food preparation and service techniques to retention of nutrients.

MENU PLANNING

TS15:1 Borrow the videotape *Meal of Fortune* from the Texas Department of Health Audiovisual Library (see reference list, item 2 for further information). Lead a class discussion about the importance of sensory variety and the use of economical foods in menu planning. KEY QUESTIONS: What can be done to make a meal more appealing? Why should menu planning involve a variety of foods? Why serve leftovers? What does the weather have to do with meal planning?

TS15:2 Review Teaching Aid 75, Ten Guides to Menu Planning. Lead a class discussion about the ten guides listed on the Teaching Aid. Ask students to give examples for each point (for example: "Plan a variety of colors for each meal" - serve corn with green beans instead of corn with yellow squash). Have a student volunteer write students' examples on a chalkboard or overhead projector. Ask each student to write a paper on the topic of menu planning that incorporates at least five of the guides listed on the Teaching Aid. Papers should include reasons why the guides are important in menu planning. KEY QUESTIONS: Which of the ten guides listed affect the eye appeal of a meal? How do you rank the ten guides in order of nutritional importance? CRITICAL QUESTION: How might a days menus that represent a very nutritious combination of food be a very poor plan if the aesthetic and preference considerations of the persons being served have been ignored?

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* TS 15:1 indicates teaching strategy, chapter 15, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS15:3 Lead a class discussion on Teaching Aid 76, Meal Planning for The Elderly. Ask students to suggest other possible considerations when planning meals for the elderly. Have each student choose one of the questions to consider from the list on the Teaching Aid. Ask students to comment for one minute on the reasons they feel it is important. CRITICAL QUESTIONS: Why are these questions important to consider in addition to those already discussed? Which ones are most important? Why?

TS15:4 Give examples of foods that can be prepared on a hot plate, in an electric skillet, or in a microwave oven. Point out to students that sometimes the elderly may live in places without full kitchens or may want to use small appliances. Give a demonstration on meal preparation using only one appliance, such as an electric skillet or a microwave oven. Ask each student to write down one day of menus (three meals) that requires only the use of an electric skillet for cooking purposes. KEY QUESTIONS: What foods cannot be prepared with the use of only one hot plate? only an electric skillet? only a microwave oven? Why would an elderly person prefer using small appliances over large appliances to prepare food? CRITICAL QUESTION: How can hot plates, electric skillets, and microwave ovens be dangerous for the elderly to use?

Planning Cycle Menus

TS15:5 Have students define *cycle menus* in their own words. Compare definitions and develop a consensus definition to write on the chalkboard or overhead projector. Lead students to brainstorm for the advantages and disadvantages of using a cycle menu plan. Ask each student to write a one-page paper on either the advantages or the disadvantages of using a cycle menu plan. KEY QUESTIONS: How can cycle menus be helpful to kitchen workers in institutions? What is the difference between planning a cycle menu and planning any other menu? What is the shortest period of time that a cycle menu should be planned?

TS15:6 View Teaching Aid 77, Sample Meals for The Elderly. Ask students to critique the menus and assess how well they meet the guidelines discussed in Teaching Aid 75, Ten Guides to Menu Planning. Ask each student to complete Teaching aid 77 by suggesting changes where needed. Lead a class discussion on the changes and reasons for the changes. KEY QUESTIONS: How would you re-adjust the menu for the week if a person did not like chicken? What changes would you make if a person had poor dental health and could not eat crunchy or hard foods?

TS15:7 Invite a dietician or a person in charge of meal service at a long-term care facility to speak to the class regarding meal planning for the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How are cultural food preferences incorporated into meal plans? What is a nutrient dense meal? What type of meal is considered nutrient dense? What are the unique aspects of meal planning for the elderly? Lead a class discussion about the information that was shared by the speaker. KEY QUESTIONS: What challenges are involved in planning nutrient dense meals? What is the difference between planning meals for the elderly and planning meals for other age groups?

Using The Menu Planning Form

TS15:8 Prepare cards in advance describing the profile of an elderly person that includes activities, special nutritional needs, and food preferences. Provide each student with a profile card and duplicate and distribute Teaching Aid 78, Menu Planning Form. Assign each student the responsibility of designing a week's menu plan for the elderly person described on the profile card. Several students can use the same profile and then compare menus developed later in class. Ask each student to ensure that the factors of nutrition and economics, as well as sensory variety and preferences, are considered. Ask student volunteers to present their profiles and resulting menus to the class. Display menus in the classroom or class display case.

TS15:9 Have each student obtain examples of menu planning forms from different sources, such as school cafeterias, long-term care facilities, hospitals, meals-on-wheels, or other food service establishments. Compare the forms with the example from Teaching Aid 78, Menu Planning Form. Have each student select a different sample form and fill in the menus developed in the previous activity. Display the variety of completed menu planning forms in the classroom or class display case for class members to compare.

DIETS

TS15:10 Have each student describe general or regular diets. Lead a class discussion comparing regular diets with modified or therapeutic diets. KEY QUESTIONS: How are regular diets different from modified or therapeutic diets? Who decides which diet a person should follow? What or who are good sources of diet information?

TS15:11 Obtain the videotape *How Does Your Nutrition Measure Up?* from AARP Scheduling Office (see reference list item 1 for further information). Have each student write a list of substitutes that are suggested for weight loss. Allow students to share answers with the class. Lead a class discussion about the issues addressed in the videotape presentation. KEY QUESTIONS: Why is the doctor concerned about the weight of Mrs. Thomas? Why does Mrs. Thomas have difficulties eating balanced meals? Should elderly persons who are ten to fifteen percent above their ideal weight be encouraged to lose weight? Why? What is most desirable for an elderly person—moderately overweight (ten to fifteen percent overweight or at or below ideal weight? Why? What are the recommended hospital admission guidelines for the elderly? What can Mrs. Stone do to help lower her blood pressure? What three steps are important in weight reduction?

General Diets

TS15:12 Using newspapers with weekly food specials and coupons, have each student plan one week's worth of regular diet menus. Planning should include considerations such as nutritional adequacy and cost. Lead a class discussion about the value of using food ads and coupons when planning menus. Allow student volunteers to present and justify their menus to the class. KEY QUESTIONS: How can ads be used to save money? Are they used by many elderly persons? Why? When are coupons helpful in lowering food costs? When are coupons not helpful?[B]

TS15:13 Obtain copies of regular diet menus for one week from a local hospital, long-term care facility, or senior center. Divide the class into cooperative learning groups to evaluate the menus using Teaching Aid 75, Ten Guides to Menu Planning. Have elected group leaders share their group's results with the class and lead a discussion about each group's observations. CRITICAL QUESTIONS: What makes these menus general or regular diet menus? What are the characteristics of a person who would use these menus?

Modified and Therapeutic Diets

TS15:14 Prepare cards in advance that list a different type of modified or therapeutic diet. Have each student draw a card and define the diet and give three examples each of food that can and cannot be eaten by an elderly person with the specified diet. Write on the chalkboard or overhead projector the name of the diet and the foods mentioned by students that can and cannot be eaten. Ask class members to suggest other foods that can be added to the list. Lead a class discussion about the differences between regular diets and modified or therapeutic diets. KEY QUESTIONS: What is the difference between a full liquid diet and a clear liquid diet? How would you compare a bland diet with a soft diet? When is a controlled calorie diet used? When are sodium restricted diets used?

TS15:15 Duplicate and distribute Teaching Aid 79, Therapeutic Diets. Ask each student to complete the multiple choice activity. Have a student volunteer write the answers on the chalkboard or overhead projector and discuss the answers with the class. CRITICAL QUESTIONS: Why are these diets called therapeutic diets? Which of the therapeutic diets tend to be for short term use? Why? Which of the therapeutic diets are most likely long term diets? Why?

TS15:16 View Teaching Aid 80, Comparison of Special Diets. Lead a class discussion on the similarities and differences of each type of diet. KEY QUESTIONS: How does the soft diet differ from the regular diet? How does the bland diet differ? How does the restricted calorie diet differ? Why is it important to follow a prescribed diet? How can the caregiver help the person better enjoy a special diet?

TS15:17 Divide the class into two teams. Have each team develop at least twenty questions about regular, modified, and therapeutic diets. Ask each team to elect one student as recorder and another student as reporter. Use masking tape to outline a life-sized tic-tac-toe board on the floor or write the outline on the chalkboard or overhead projector. Prepare five large sheets of paper with large X's and five with large O's. Assign each team one symbol (X or O). Have team reporters take turns asking questions of the opposing team. Determine in advance if the entire team will answer the questions or only the member who is next in line. When the question is answered correctly, allow the team to determine where to place their symbol on the playing board. (Students may sit on the life-sized board and hold a symbol.) The first team to place three symbols in a straight line (vertical, horizontal, or diagonal) is the winner.

TS15:18 Divide the class into cooperative learning groups. Assign each group a special dietary pattern and have them plan a week's menus for a person with this diet. Remind students of the principles of menu planning and the added importance of having attractive foods for persons with special dietary needs. Have elected group leaders share their group's menus with the class. Display menus in the classroom or class display case.

RETENTION OF NUTRIENTS

TS15:19 Ask each student to name preparation techniques that influence retention of nutrients, such as amount of water used with vegetables, cooking with a lid, avoiding overcooking, and other nutritional tips. Lead a class discussion on how cooking techniques can affect the nutrition of an elderly person. CRITICAL QUESTIONS: How can preparation techniques be modified to conserve nutrients? How can a caregiver teach new techniques to an elderly person?

TS15:20 Lead students to brainstorm for examples of serving techniques that do not enhance the nutritional value of food. Examples include adding sauces or gravies that add calories or fat, adding sugar to vegetables or cereals, or other dietary habits that do not contribute to the nutritional value of food. Lead a class discussion about how a caregiver can suggest changes in serving techniques with an elderly person. CRITICAL QUESTIONS: What alternatives are now available as substitutions for gravy? for salt? for dressing? for sugar?

TS15:21 Prepare a demonstration of proper and improper cooking techniques of a fresh vegetable which contains water-soluble vitamins, such as cabbage, green beans, or broccoli. In the first saucepan place a vegetable which has been cut into small pieces and add a large amount of water. Allow this sample to overcook. In the second saucepan use the same type of vegetable cut into larger pieces or whole and add a small amount of water. Cook this sample only until done. Display the samples and allow students to taste each sample. Discuss how the cooking techniques affected the flavor and appearance of the vegetables. CRITICAL QUESTIONS: How may cooking techniques affect the appetite of an elderly person? What is the relationship between appetite and good nutrition?

16

Mealtimes for the Elderly

ESSENTIAL ELEMENT

- Determine strategies for facilitating self-help.(n3G)

OBJECTIVES TO ACHIEVE

- Demonstrate an ability to assist with dining room service.
- Demonstrate an ability to assist with tray service in the person's room.
- Demonstrate an ability to present the tray.
- Describe the techniques for serving extra nourishment.
- Demonstrate an ability to remove the tray.
- Identify the steps to use when assisting in feeding the elderly.
- Describe eating aids which are available to the elderly.

DINING ROOM SERVICE

TS16:1 Have students describe favorite places to eat and list reasons why those places are favorite. Lead a class discussion about what makes somewhere a good place to eat. Ask each student to write a one-page paper on the topic of ways a caregiver can improve the eating environment of an elderly person. KEY QUESTIONS: What factors do you think need to be present to create a nice eating atmosphere? good quality food? good service? What aspects of your favorite place to eat are incorporable in food service facilities specializing in serving meals for the elderly? How can restaurants alter menus to meet needs of the elderly? In what cases would line service be more desirable for the elderly than full service? In what cases would full service be preferred over line service for the elderly?[B]

* TS 16:1 indicates teaching strategy, chapter 16, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS16:2 Lead students to brainstorm for ideas and techniques that would help caregivers make eating in a dining room more pleasant for an elderly person. Divide the class into cooperative learning groups to develop a checklist for evaluating dining room service in food service facilities that specialize in serving meals to the elderly. Have elected group leaders share their group's checklist with the class. Lead a class discussion about students' checklists. KEY QUESTIONS: Which of the items on the checklists are directly related to the attitudes of caregivers? Which of the items on the checklists are related directly to sanitary conditions? Which of the items on the checklists are directly related to atmosphere and physical safety? Which of the items on the checklist are related to compliance with dietary guidelines?

TS16:3 Arrange a learning tour to a nursing home or senior citizen center at mealtime. Have each student observe the following: the elderly eating in bed and at tables, preparation and service of food, nutritional adequacy of the food, appeal of the food or service, actual experience of eating with the elderly, appearance of trays and table settings, and types and quantities of food left uneaten. After the learning tour, lead a class discussion on observations and reactions of the class. Rate the dining room service according to the checklist prepared earlier. KEY QUESTIONS: What general impressions did you have about the mealtime experience? What changes can be made to improve the environment? Did the elderly seem to look forward to mealtime and enjoy the food?

TS16:4 Lead students to brainstorm for scenarios to role play depicting meatime for elderly persons, including situations they may have observed at their training site or during a learning tour. Suggestions may include assisting someone with impaired vision during a meal, assisting someone who needs to be encouraged to eat, or assisting someone who makes frequent spills during a meal. Have each student choose a partner and ask each team to role play one of the situations mentioned during the brainstorming session. Ask each team to present their skit to the class. Encourage students to take turns playing the part of the elderly person and the caregiver. Lead a class discussion about students' role play situations and how they were handled. CRITICAL QUESTIONS: How can caregivers best approach an elderly person needing help who becomes embarrassed as a result of eating difficulties? What can caregivers do to encourage feelings of independence among the elderly who regularly need help with simple tasks?

TRAY SERVICE IN THE PERSON'S ROOM

TS16:5 Divide the class into cooperative learning groups to list techniques that are useful in assisting with tray service. Have elected group leaders share their groups's ideas with the class. Have each student develop a checklist using the group's ideas that will be helpful in evaluating tray service when feeding the elderly. Lead a class discussion about helpful hints on tray service for the elderly (suggested hint: color code trays to identify different diets such as low sodium, low fat, and diabetic). KEY QUESTIONS: Should caregivers help elderly persons prepare for mealtime prior to the arrival of their trays? Why? What should caregivers do to help an elderly person prepare for mealtime?

TS16:6 Arrange to observe the operation of the Meals-on-Wheels food service program. Each student should be able to visit the home of at least one elderly person being served. Ask each student to observe the following: the elderly eating in bed or at tables, preparation and service of food, nutritional adequacy of the food, appeal of the food or service, appearance of trays and table settings, and types and quantities of food left uneaten. After the learning tour, lead a class discussion on observations and reactions of the class. Evaluate the tray service using the checklist developed earlier. CRITICAL QUESTIONS: What difference did the place of eating, such as a bed, a table, or a room make? Which foods seemed to look the best? taste the best? be eaten the most? Why? How can the menu be improved? How can the tray serving and presentation be improved?

Presenting The Tray / Removing The Tray

TS16:7 Have each student develop a checklist of things a caregiver should do when presenting and removing a tray for an elderly person. Write on the chalkboard or overhead projector students' ideas as they share their checklists with the class. Compare students' answers and by class consensus develop one general checklist. Title the checklist - Guidelines for Presenting and Removing a Tray for an Elderly Person. Display in the classroom or class display case.[C]

TS16:8 Make arrangements to have a cot in the classroom or secure the use of the school nurse's room to allow students to practice using tray service. Duplicate and distribute Teaching Aid 81, Tray Service, and have each student practice the following techniques described: helping another person with handwashing, helping someone move from bed to chair, placing the napkin or bib, and presenting and removing the tray. Use the checklist developed earlier for students to evaluate each other on tray service techniques.[C]

TS16:9 Have each student design a tray setting for serving the elderly and ask class members to vote on the most appealing setting. Using that design, have students make the setting for serving a meal to the elderly in the Meals-on-Wheels program or another similar program. This strategy can be integrated into an FHA/HERO activity.

FEEDING THE ELDERLY PERSON

TS16:10 Have each student contrast the atmosphere at a fast food restaurant with the most atmospheric restaurant of which they can think. Ask each student to write a two-page paper on the differences between the two restaurants. Include information such as atmosphere, taste of food, quality of food, sanitary conditions, and overall satisfaction with service. CRITICAL QUESTIONS: At which place does the food taste better? Why? How does this relate to feeding the elderly?[B]

TS16:11 Invite a nurse or nurse's aide who works with the elderly to speak to the class regarding techniques to use when assisting the elderly at mealtime. Ask the speaker to demonstrate the following: helping an elderly person who needs support walk to the table, helping someone using a walker or wheelchair to reach the table, and assisting in feeding an elderly person. Guide students in preparing questions prior the speaker's arrival. Questions should include the following: What potential problems should caregivers be aware of during mealtime for the elderly? What can caregivers do to encourage the elderly with low appetites to eat? Allow each student to practice using the techniques demonstrated by the speaker.

TS16:12 View Teaching Aid 82, Suggestions For Feeding The Elderly. Allow students to divide into pairs and practice feeding a meal to each other. Students who are being fed should place their hands behind their backs and act as though they are not capable of feeding themselves. Repeat the above activity allowing the individuals being fed to use their hands interfering with feeding through random, "helpful" or intentionally disruptive movements. Have the caregiver use appropriate techniques in response. After the experience, lead a class discussion on the problems and successes. CRITICAL QUESTIONS: How did the experience make them feel? Did they feel helpless? degraded? embarrassed? What would they have liked their server to do differently? How did the caregivers feel when those being fed became disruptive or "tried to help"? How did caregivers respond? Contrast the wisdom of using a bibbed apron to facilitate self-feeding by an elderly person subject to spills to someone actually feeding the individual in order to prevent all spills.

SERVING EXTRA NOURISHMENT

TS16:13 Have each student define the term *nourishment*. Lead a class discussion pertaining to situations when elderly persons may require extra nourishment. List foods (on the chalkboard or overhead projector) that are appropriate for extra nourishment for the elderly. KEY QUESTIONS: What is extra nourishment? For what reasons is extra nourishment offered to the elderly? What are the most common food sources used as extra nourishment? What nutrients are these foods rich in? How high in calories are they?

TS16:14 Have each student research magazines and cookbooks for recipes that provide extra nourishment and are low-cost and low-calorie. Examples include fruit ices and fruit shakes using nonfat dry milk. Allow each student to select a partner and prepare a food or drink using one of the recipes. Ask class members to share their food items with the class. Have each team present a report to the class that includes the following: nourishing aspects of the food item cost per serving and calories per serving. Ask class members to vote for the best overall nourishing food item.

SELF-HELP AIDS FOR EATING

TS16:15 Contact the physical therapy department of a hospital or a medical supply company and arrange for a demonstration or display of self-help eating aids and food/plate guards. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What particular items are helpful to an elderly person with arthritic hands? Are these self-help eating aids available to all the elderly? What are the most sought after eating aids? the most helpful? What responses have you had from the elderly concerning the eating aids? Do companies request input from the elderly on eating aids they develop? Allow students to practice eating with these aids if possible.

Eating utensils / Handle Padding / Dinnerware

TS16:16 Order the videotape *Making Life a Little Easier* from the AARP Scheduling Office (see reference list item 1 for further information). After viewing the tape lead a class discussion about what Charlie and Marguerite did to make their lives easier. KEY QUESTIONS: What were Charlie's limitations in the kitchen? What were his solutions? What were Marguerite's limitations in the kitchen? What were her solutions? How did Marguerite and Charlie overcome obstacles in other areas of their homes? Did solutions require a great amount of creativity or were the solutions fairly obvious? CRITICAL QUESTIONS: What other difficulties may an elderly person experience while preparing or eating a meal? What are some ways to overcome or adapt to these obstacles?

TS16:17 The FHA/HERO chapter might choose to make detachable padding for eating utensils for nursing homes. Refer to Teaching Aid 83, Handle Padding for directions.

17

Exercise for the Elderly

ESSENTIAL ELEMENT

- Demonstrate knowledge of physical activities appropriate for the elderly.(n3E)

OBJECTIVES TO ACHIEVE

- Explain the importance of meeting the exercise needs of the elderly.
- Identify ways to meet the exercise needs of the elderly.
- Point out ways a caregiver can help meet the exercise needs of the elderly.

NEED FOR EXERCISE

TS17:1 Ask students to debate the statement, "Everyone should exercise daily." Half the class should argue in favor of exercise, while the other half should argue the negative points of exercise. Allow each team time to research and prepare their argument and to elect three leaders (one for each round) to represent their side. Allow each team spokesperson a two minute time period to present information identified by the group that supports or denies the topic statement. After the initial information is presented by the first-round spokespersons from each team, allow the second-round spokespersons to counter any opinions made by the opposing team and continue in the same manner with the third-round spokespersons. Conclude the debate by summarizing some of the major points that were presented by both teams. Class members can vote on the viewpoint most successfully presented.[C]

TS17:2 Ask students to define the term *physical fitness* on a piece of paper and share their definitions with the class. Write students' definitions on the chalkboard or overhead projector and lead a class discussion on what it means to be physically fit. KEY QUESTIONS: Why is physical fitness important for the elderly? How can being physically fit offset the aging process? Is physical fitness the same for teens as for the elderly? When is it too late to become physically fit?

* TS 17:1 indicates teaching strategy, chapter 17, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS17:3 Read the statements on Teaching Aid 84, Benefits of Regular Exercise. Ask class members to stand whenever you read a true statement and to sit between each statement. Statement #4 is false. The other statements are true and represent the following five main benefits of exercise: cardiovascular benefits, benefits to joints and bones, muscle benefits, benefits to internal organs, and social benefits. Students who recognized the true benefits will have received some slight exercise from standing. Ask students to restate #4 to make it a true statement.

MEETING THE RECREATIONAL NEEDS OF THE ELDERLY

TS17:4 Invite the recreational director of a retirement community to talk to the class about activities and exercise programs available to the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What kind of exercise programs are offered? How long are the exercise sessions? How often should an elderly person exercise to receive maximum benefit? Are different levels of difficulty offered? Are participants given a health screening prior to participating in the exercises? How often are heath screenings required? What kind of exercises are not encouraged for the elderly? Why? Ask each student to write a one-page paper about special needs of the elderly in exercise programs. CRITICAL QUESTION: How is overall health and physical condition a greater influence on an appropriate exercise program than age?

TS17:5 Refer to *Pep Up Your Life* available from AARP (see reference list item A for further information) as a guide to demonstrate appropriate exercises for the elderly. Lead a class discussion on how an exercise class for the elderly might differ from one for younger adults. KEY QUESTIONS: How will an exercise class for the elderly differ from one for a younger age group in music? in characteristics of the leader? in specific exercises? in purpose? Class members can make arrangements to offer an exercise class for the elderly at a senior citizens center which can be integrated into an FHA/HERO activity.

TS17:6 Divide the class into two groups and have each group prepare an exercise video using music and low-impact exercises appropriate for the elderly. View students' exercise videos and evaluate for variety of routines, choice of music, type of exercises, and enthusiasm shown. Have students write a one-page paper about the positive points of each group's video and about ways the video programs may be improved.

TS17:7 View Teaching Aid 85, Components of All Exercise Programs. Lead a class discussion on the reasons why each component is included. CRITICAL QUESTIONS: What are the dangers of leaving out the warm up component of an exercise workout? What are the dangers of leaving out the cool-down component of an exercise workout?

TS17:8 Have each student demonstrate accurate procedures for taking and recording pulse counts at different points in the exercise process (before, during active portion, and during cooldown). Ask each student to demonstrate proper breathing techniques for exercising. Refer students to *Fitness Tips* (order #OM 91-00-07) available from the President's Council on Physical Fitness and Sports (see reference list item F for further information).

REGULAR EXERCISES

TS17:9 Lead students to brainstorm for other forms of active recreation that would improve physical fitness of the elderly. Ideas can include tennis, cycling, swimming, golfing, square dancing, water aerobics, or other physical activities. Write suggestions on the chalkboard or overhead projector. Have the class arrange the suggestions from most sedentary to most active. KEY QUESTIONS: Which activities are most often participated in by the elderly? Why? Why are the others not common activities for the elderly? CRITICAL QUESTION: How can society change its ideas about what activities are appropriate for different ages?

TS17:10 Lead students to brainstorm for types of exercises appropriate for the frail elderly. One example is to toss a rolled up pair of socks a few feet to the caregiver and catching the return toss. The number of consecutive tosses that can be caught can be counted for mental exercise. Have a student volunteer write ideas on the chalkboard or overhead projector as they are mentioned by class members. CRITICAL QUESTION: What information should caregivers be aware of prior to designing an appropriate exercise for a frail elderly person?

TS17:11 Lead a class discussion on how caregivers can help meet the exercise needs of the elderly. KEY QUESTIONS: How can caregivers encourage or motivate the elderly to exercise? How can caregivers facilitate their getting started? (Answers can include driving the elderly to class, exercising with them, keeping charts, and other motivational activities.

TS 17:12 Invite a representative from a reputable sports fitness facility to speak to the class about new exercise trends for the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are the most popular forms of exercise among today's elderly? Are these forms of exercise considered low-impact and safe enough for beginners? What is mall-walking? Are there any organized mall-walking groups? Why is mall-walking fast becoming a popular form of exercise among the elderly? Have each student select a new exercise trend among today's elderly and list the advantages and disadvantages of that exercise. Allow student volunteers to share their papers with the class.

EXERCISE PROBLEMS DUE TO FOOT CONDITIONS AND LEG PAINS

TS17:13 Invite a physical therapist or physical education specialist to speak to the class about exercise options for individuals suffering from leg or foot problems. Ask the specialist or therapist to demonstrate exercises specifically for both foot problems and leg problems. Guide students in preparing questions in advance. Questions should include the following: What kind of foot problems are most common among the elderly? What kind of leg problems are most common among the elderly? How can exercising these areas be beneficial? At what point can exercising be harmful? Allow students to try the exercises demonstrated by the therapist or specialist.

SPORTS

TS17:14 Have each student list the names of groups and clubs in the community that provide sports opportunities for the elderly, such as the activities listed in Teaching Aid 86, Physical Activities for the Elderly. Allow each student to select one or more groups to contact. Guide students in preparing questions which should include the following: What activities are offered? What equipment is provided by the member? the club? Approximately what percentage of the club membership is fifty-five years or older? What are the requirements for membership? Are there any teams or leagues only for seniors? An individual student, the class, or the FHA/HERO chapter may organize the findings into an information sheet to be distributed to senior activity groups. Ask each student or an elected group leader to share the information sheet with the class.

TS17:15 Have each student map out a one-mile walking route appropriate for an elderly person. The route should have a smooth walking surface, should be away from high-traffic areas, should provide a pleasant view, and should not be too isolated in case of emergency situations that require help. Assign each student the task of preparing a map illustrating the one mile route that is suitable for an elderly person to walk for daily exercise. Each map should illustrate at least five identifiable landmarks such as a mailbox, a telephone booth, a public building, or a swing set. Ask each student to share his or her map with the class and be prepared to explain how and why the route was selected.[B]

18

Hobbies and Activities for the Elderly

ESSENTIAL ELEMENTS

- Determine appropriate methods to meet the social and psychological needs of the elderly.(n2B)
- Determine strategies for facilitating self-help.(n3G)

OBJECTIVES TO ACHIEVE

- Explain the importance of having hobbies.
- Explain the importance of meeting the elderly's need for hobbies and activities.
- Identify hobbies and activities.
- Point out ways the caregiver can assist the elderly with hobbies and activities.

HOBBIES

TS18:1 Divide students into two groups to debate the issue of mandatory retirement. Students should research the topic and elect three persons (one for each round) from their team to present their side of the issue. Allow each team spokesperson a two minute time period to present information identified by the group that supports and the group who is in opposition to mandatory retirement. After the initial information is presented by the first-round spokespersons from each team, allow the second-round spokespersons to counter any opinions made by the opposing team and continue in the same manner with the third-round spokespersons. Conclude the debate by summarizing some of the major points that were presented by both teams. CRITICAL QUESTIONS: What does mandatory retirement have to do with developing hobbies? Would someone with forced leisure have the same attitude as someone who chose to retire?[C]

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* TS 18:1 indicates teaching strategy, chapter 18, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS18:2 Ask each student to interview one elderly person regarding the adjustments made following retirement. Guide students in preparing questions prior to the interviews. Questions should include the following: What is the most enjoyable part of retirement? What is the least enjoyable? How have their daily schedules changed following retirement? Were new hobbies started and/or old hobbies rejuvenated? How is life after retirement different than anticipated? How is life the same? What advice would you give someone who is planning to retire in the next ten years? Allow student volunteers to share interview information with the class. Information from students' interviews may be compiled for a newspaper article. CRITICAL QUESTION: How can hobbies add to the enjoyment of retirement and encourage positive attitudes throughout the years of retirement?

TS18:3 Ask each student to conduct an informal survey of family members and friends asking the following questions: What hobbies do you have? What do you enjoy most about those activities? Share findings in class and have students develop a statement regarding the importance hobbies.

TS18:4 Ask each student to complete Teaching Aid 87, Benefits of Hobbies and lead a class discussion about the positive aspects of having a hobby. CRITICAL QUESTIONS: Why would having a hobby be more important for an elderly person than any other age group? How can having a hobby affect the self-esteem of an elderly person? How can hobbies lead to other opportunities for the elderly?

TS18:5 Have each student work with a partner to develop a cartoon. The caption should illustrate and emphasize the positive side of hobbies. Ask each team to present their cartoon to the class. Display cartoons in the classroom or class display case.

TS18:6 Write on the chalkboard or overhead projector the following words that describe benefits of hobbies: *adventure*, *companionship*, *creativity*, *learning*, *participation*, *recreation*, *relaxation*, *self-expression*, *recognition*, and *solitude*. Call out one word at a time and have class members name examples of different hobbies that provide the specific benefit named (for example say the word "adventure" and students can respond by naming hobbies, such as rock hunting, bird watching, and antique collecting). Write down students' suggested hobbies below each benefit. Lead a class discussion about the wide variety of hobbies and their benefits. CRITICAL QUESTIONS: Which benefit is most important? Why? How does the situation change to make another benefit more important?

TS18:7 Lead students to brainstorm possible hobbies for the elderly. Write students' suggestions on the chalkboard or overhead projector. Lead a class discussion about how skills and interests, cost of supplies, length of time that a project takes, and the necessity for additional instruction (classes or lessons) relate to each suggestion. For example, collecting stamps might have been an earlier interest of an elderly person. Some supplies are needed but no lessons. This hobby can be done at home at anytime. Include hobbies involving interaction with children such as teaching and volunteering. KEY QUESTION: Which needs are met for each hobby mentioned? (Needs might include relaxation, earning extra income, or other positive aspects.)

TS18:8 Invite a panel of elderly persons to come to class to discuss or demonstrate their hobbies. Guide students in preparing questions prior to the arrival of the panel. Questions should include the following: How did you choose your hobby? When did you start your hobby? How did you learn about your hobby? What benefits have you received from your hobby? Allow time for the panel members to teach interested students beginning skills used in their hobbies. Have each student write a one-page paper discussing general impressions on the topic of hobbies and the elderly. Ask students to comment on the questions that were asked of the panel members.

ACTIVITIES

TS18:9 Assign one-third of the class to keep or make up a fictitious time log of "A Day in the Life of a Frail, Sedentary Elderly Person," one-third to do a log for a moderately active elderly person, and one-third to do a log of a very active elderly person. Have each group share their logs in class. Lead a discussion comparing the different levels of activities assigned to the three different elderly persons. KEY QUESTIONS: Are all elderly persons alike in the choice of activities? Are some activities appropriate for the active elderly that are not appropriate for the moderately active elderly?

TS18:10 Divide the class into cooperative learning groups to write short scenarios of the Fiftieth High School Reunion. Students are to address questions such as what they would tell their classmates their activities are, and what they do for fun now. Allow volunteer groups to share their scenarios with the class. Students may role play the scenarios. Ask student volunteers to interview people who have attended a forty or fifty year class reunion. Lead a class discussion comparing the interviews with the scenarios. KEY QUESTIONS: How were they alike? different? CRITICAL QUESTIONS: How do students feel about what their answers will likely be? What can they do now to influence those answers?[B]

TS18:11 Have each student design a checklist or questionnaire to use in evaluating the activities provided in a senior activity center. The evaluation should include types of activities provided, how often during the week each activity is offered, how many people participate, if the activity is inviting or appealing, and how each activity provides an opportunity for self-awareness, dignity, and growth. Have students use their evaluation forms for the following Teaching Strategy.

TS18:12 Have each student visit a senior activity center to complete the evaluation forms that were developed in the previous Teaching Strategy. Allow each student to share evaluation results with the class including any improvements that can be made to the schedule of activities. Lead a class discussion about the results of students' evaluations. KEY QUESTIONS: How motivated were participants in the activity? How did the level of encouragement and enthusiasm of the person in charge of the activity impart the response of the participants? How was encouragement and enthusiasm communicated? CRITICAL QUESTION: How should a caregiver react to an elderly person who seems disinterested about participating in an activity?

TS18:13 Ask each student to write a brief paper describing favorite childhood toys or activities. Have each student speculate on what the answers may be for somebody over the age of sixty. Class members can check their speculations in conversations with the elderly and share their findings with the class. CRITICAL QUESTIONS: How can a discussion of early or forgotten toys motivate the elderly to become interested or involved again? Do students' toys represent activities that they can resume in later years? How has the nature of the activities changed?[B]

TS18:14 Invite the activities specialist from an elder care facility to speak to the class about the process involved in introducing new activities to the elderly. Guide students in preparing questions prior to the arrival of the speaker. Questions should include the following: How are appropriate activities selected? How are activities introduced? What is done to promote acceptance of the new activity? Have each student write a one-page paper on the topic of developing and introducing new activities for the elderly. Allow student volunteers to read their papers to the class.

Games / Writing / Art / Reading / Music / Pets / Gardens / Individual or Group Activities

TS18:15 Divide the class into cooperative learning groups and ask each group to select one of the following activities: games, writing, art, reading, music, pets, or gardening. Have each group brainstorm for ways a caregivers can assist the elderly in the selected activity. Have elected group leaders share their group's ideas with the class. Ask each student to write a one-page paper on the topic of supporting the elderly in the activities they choose.[B]

TS18:16 Ask a senior citizens group to secure the names of elderly persons who are willing to share interesting stories or experiences with the class. Assign each student or cooperative learning groups the task of recording the individual on cassette tape or video camera while the person shares memories of earlier days. (Make sure that prior approval to record is granted.) Students can also compile written stories, poems, or favorite recipes from seniors and produce a booklet for the elderly to give as a gift or to be used as a fund raiser. This strategy can be integrated into an FHA/HERO activity.

TS18:17 Contact a Senior Citizens Center, retirement community, or long term care facility to arrange a day and time when students can musically entertain residents or members of the facility. Divide the class into cooperative learning groups and provide each group with copies of Teaching Aid 88 (a, b, c), Popular Dated Songs. Using the information provided in the Teaching Aid guide each group in developing and preparing a game or form of musical entertainment for the elderly. Examples: A multiple choice guessing game can be developed asking participants to guess the correct theme song, year, or title. One of the groups can locate recordings of some of the songs and play "Name That Tune" having participants guess the song being played, another group could arrange a game based on guessing the year of a given song (You may wish to contact the facility ahead of time to ask that a stereo unit or cassette player be available for use.) Following the day of presentation have each student write a one page evaluation of the results of his or her groups' chosen form of entertainment. Allow student volunteers to share their papers with the class.

TS18:18 Ask each student or FHA/HERO members to collect games, puzzles, musical instruments, plants, or other recreational items to donate to a nursing home or senior activity center. Small prizes can be included for winners of games, such as sugar-free candy or mints, smiley-face lapel pins, plastic picture frames, recycled costume jewelry, or sample sizes of perfume and after-shave. Students who sing or play a musical instrument can lead or accompany a sing-a-long. This strategy can be an ongoing project for an FHA/HERO chapter.

19

Educational Activities for the Elderly

ESSENTIAL ELEMENTS

- Determine strategies for facilitating self-help.(n3G)

OBJECTIVES TO ACHIEVE

- Explain the importance of meeting the elderly's need for educational activities.
- Identify ways to meet the elderly's need for educational activities.
- Point out ways the caregiver can assist the elderly with educational activities.

ADULT EDUCATION

TS19:1 Lead students to brainstorm for reasons why educational activities are important to the elderly. Write students' responses on the chalkboard or overhead projector and lead a class discussion on the reasons given. Allow students to select the five most important reasons from the list. CRITICAL QUESTIONS: At what age is someone too old to learn? too old to go to school? How would you feel about being in class with an elderly person? Of what benefit could each be to the other?

TS19:2 Have each student interview an elderly person. Have the students determine the value of the education these elderly persons received in relation to life today. Guide students in preparing questions prior to the interview. Questions should include the following: How is the education you received as a child relevant today? What positive feelings do you have about your childhood education? negative feelings? How do you feel about learning and education (formal and informal)? What type of learning or educational opportunities do you wish were available? Do you feel you are still learning? How? Ask students to report the results of their interviews to the class. CRITICAL QUESTIONS: At what age does learning start? stop? What facilitates or promotes learning? How do your personal feelings about education affect your role in services to the elderly? What role will education play in your life when you are elderly?

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* TS 19:1 indicates teaching strategy, chapter 19, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS19:3 Divide the class into cooperative learning groups and have each group compile a list of reasons why some elderly persons display negative attitudes toward learning new things. Have elected group leaders share their group's ideas with the class. Lead a class discussion on the topic of elderly persons resisting learning experiences. KEY QUESTIONS: What physical problems would affect a person's desire to learn new things? psychological problems? emotional problems? Why would negative attitudes toward learning new things increase as some people age? CRITICAL QUESTIONS: What can caregivers do to nurture positive attitudes about learning new things? Why would learning a new way of doing something seem threatening to some elderly persons?

TS19:4 Have each student identify local educational opportunities for the elderly that are available through adult education and community education programs. Refer students to the yellow (and/or blue) pages of the telephone book. Have each student choose a partner to develop a visual display listing the local educational opportunities and highlighting the reasons that educational opportunities are important to the elderly. Display in the classroom or class display case.

TS19:5 Divide the class into cooperative learning groups. Each group should develop either an advertisement for the newspaper or a brochure about an educational course for the elderly. Have class members vote on the promotional piece that they feel is the most effective. Lead a class discussion on the reasons why they voted for different examples, such as different types of appeals, ease of understanding, ease of reading, attracts attention quickly, and other factors. KEY QUESTIONS: What key information should be included? How is this information different than what might be put into promotional materials for courses for a different target audience?[B]

Universities, Junior Colleges, and Community Colleges

TS19:6 Have each student conduct a research of educational programs, such as Weekend Scholars, Elderhostel, or other local and area college courses for the elderly. Information from the research should include the following: names and locations of classes, fees involved, financial aid options, approximate class size, and campus-based support groups. Ask students to share their findings with the class. KEY QUESTIONS: Who enrolls in such courses? Why? What is the trend for enrollment? What types of courses are offered? What are the costs?

YMCA AND YWCA

TS19:7 Invite a representative from either the YMCA or the YWCA to speak to the class about services, activities, and classes for the elderly. Ask the speaker to bring information pamphlets to share with the class. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What programs at your facility are mostly attended by elderly people? Are any classes tailored for elderly people with special health needs? Do you offer any special services for the elderly such as transportation, meals, or medical screening? What type of social activities does your facility offer for the elderly? What are the costs of different programs, activities, and classes for the elderly? Are scholarships available for low-income elderly? Based on the information given by the speaker, ask students to write a two-page paper describing a program or activity that they think would be successful in that facility and why.

Senior Centers and Golden Age Clubs

TS19:8 Have each student collect magazine and newspaper articles about senior citizens as volunteers in educational opportunities. Share in class all of the different opportunities there are for the elderly to use their experience, wisdom, and time to provide educational opportunities for others. Design a poster or visual display titled "Thank-you Seniors," "Seniors are Important," or another title that gives recognition to seniors and paste the articles collected beneath the title. Give the poster to a senior center or Golden Age club for display in their facilities. CRITICAL QUESTION: How can teens take advantage of the experience or wisdom of the elderly?

Special Interest Classes

TS19:9 Have each student develop a list of educational opportunities in the community, including libraries, clubs, senior citizen centers, parks, and museums that are appropriate for the elderly. Ask each student to obtain information on costs, transportation required, and sponsorship. Have students compile a master list of what is available and write an article suitable for the newspaper about some of their findings. CRITICAL QUESTIONS: How did students find out about opportunities? What can be done to match an elderly person's interests with programs available? Is it appropriate for tax dollars to be spent for such classes? Why?[B]

TS19:10 Have each student develop a file of brochures, articles, newsletters, or other forms of information concerning educational opportunities for the elderly. The file can be organized by topics or by sponsoring groups in alphabetical order. Ask students to update the file on a regular basis as new information is discovered. Keep files in class and have students share information with class members as time permits.

TS19:11 Prepare index cards in advance that name educational resources. Have each student select a card and tell how a caregiver can assist an elderly person in taking advantage of that resource. Ask class members to share any additional ideas they may have. Using a filed item from the previously developed class file (see previous Teaching Strategy), have each student write a one-page paper telling how a caregiver can assist an elderly person in taking advantage of that resource. Ask student volunteers to read their papers to the class.[B][C]

CHURCH AND RELIGION

TS19:12 Invite a minister to speak to the class about the role of religion in the life of the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What is available in your church community especially for the elderly? What is the most common ministering need among the elderly population of your church? How do the elderly minister to others within the church community? KEY QUESTIONS: What is the caregiver's role in relation to religion? What if the caregiver does not agree with the elderly person's religious beliefs?

TS19:13 Duplicate and distribute Teaching Aid 89, Church Community Survey. Ask each student individually (or as a part of a cooperative learning group) to complete the information asked for by conducting a survey of one area church or synagogue for each denomination or religion listed on the Teaching Aid. Have student volunteers share their survey results with the class by writing information on the chalkboard or overhead projector. Allow other students to comment on additional information they received about classes and services of interest to the elderly. Lead a class discussion about churches' contributions to the elderly. KEY QUESTION: How do churches play a significant role in the self-development and growth of elderly people?

20 Sanitation

ESSENTIAL ELEMENTS

- Demonstrate procedures for handling clothing and linens.(n5B)
- Describe procedures for sanitizing items.(n5C)
- Explain personal sanitation measures to prevent the spread of infection.(n5D)

OBJECTIVES TO ACHIEVE

- Identify personal sanitation measures to follow to prevent the spread of infection.
- Demonstrate an ability to properly remove dirty linen from a bed.
- Describe how items are sanitized.
- Give examples of effective ways to deal with odors.
- Explain the measures to take in order to control pests and rodents.
- Explain the difference between disinfection and sterilization.

PREVENTING THE SPREAD OF INFECTION

TS20:1 Lead students to brainstorm definitions and descriptions for the words *sanitation* and *medical asepsis*. Write definitions on the chalkboard or overhead projector. Lead a class discussion on how each term relates to the spread of pathogens. KEY QUESTIONS: What environments support the growth of pathogens? What is the most common way of spreading infection? CRITICAL QUESTION: Why is it difficult to maintain sanitary environments that prevent the spread of infection?

TS20:2 Have each student work with a partner and prepare materials and information to present a ten minute report on the topic of preventing the spread of infection. Refer students to the health department and library for information. (AIDS and Tuberculosis need not be addressed.) Have each team present their materials to the class and encourage student participation by allowing a question and answer period. KEY QUESTIONS: When is it necessary to apply techniques to prevent the spread of infection? What are specific ways to prevent the spread of infection? How quickly can infection spread from one person to another? What cleaning supplies are frequently used to prevent the spread of infection? CRITICAL QUESTION: Why is it critical that caregivers of elderly persons utilize proper techniques to prevent the spread of infection? Why is a long term care facilities more susceptible to the spread of infection than private a private home setting?[B][C]

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* TS 20:1 indicates teaching strategy, chapter 20, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

AIDS and Tuberculosis

TS20:3 Lead a class discussion about the sanitary precautions that should be practiced by caregivers to prevent the spread of the AIDS virus. Draw two columns on the chalkboard or overhead projector and label one column "protecting caregivers from the spread of AIDS" and the other column "protecting persons with AIDS". Ask students to brainstorm for sanitary precautions that fit under each column. Answers can include the following: wear disposable hospital-type gloves when treating a cut or wound (for protecting caregivers), and remove sick pets from premises (for protecting persons with AIDS). CRITICAL QUESTION: What impact might the AIDS epidemic have on the future of care for the elderly?[C]

TS20:4 Duplicate and distribute Teaching Aid 90, Guidelines for Caregivers: Preventing The Spread of AIDS. Divide the class into cooperative learning groups and have each group develop a visual aid with words and illustrations that depicts one of the guidelines listed on the Teaching Aid. Allow elected group leaders to present their group's visual aid to the class. Display completed visual aids in the classroom or class display case.[C]

TS20:5 Obtain copies of *Tuberculosis-the Connection Between TB and HIV* from the Centers for Disease Control (see reference list item I for further information). Divide the class into cooperative learning groups and refer students to the pamphlet for answers to the following questions: Why are persons infected with the HIV virus at higher risk of contracting tuberculosis? How can tuberculosis spread from one person to the next? What is the difference between TB infection and TB disease? Have elected group leaders write their group's answers on the chalkboard or overhead projector and lead a class discussion about students' responses. CRITICAL QUESTIONS: What sanitary precautions can be implemented to prevent the spread of TB? Why will some people who are infected with both HIV and TB germs not react to the TB skin test?

PERSONAL SANITATION

TS20:6 Invite a representative from the county health department to discuss personal sanitation or to show a film on the topic. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are the most common errors of sanitation among health care employees? What are sanitation requirements for working in a public place? KEY QUESTION: How does personal sanitation differ from employee or workplace sanitation?[C]

Handwashing

TS20:7 Demonstrate the correct procedure for handwashing. Allow each student to practice correct handwashing procedures. Provide a pair of latex gloves for each student and have them practice putting on the gloves following a general demonstration. Lead a class discussion about the importance of handwashing for caregivers and in what situations latex gloves should be used. KEY QUESTIONS: When should a caregiver's hands be washed? What action greatly lessens the possibility of spreading infection? What is the correct technique for rinsing? How often should hands be washed? During which tasks should caregivers wear latex gloves? When should latex gloves be discarded?[C]

TS20:8 Display Teaching Aid 91, Sanitary Method of Handwashing. Lead a class discussion stressing the importance of each step in sanitary handwashing methods. KEY QUESTIONS: Why is warm water preferred over cold water? What is the reason for letting water flow from above, down the fingertips when rinsing hands? What are the benefits of hot air dryers?

Covering Clothing

TS20:9 Arrange for the class to go on a learning tour to a hospital or medical office to observe the proper way to remove dirty linens and methods of sanitizing equipment. Guide students in preparing questions prior to the learning tour. Questions should include the following: How does clothing contribute to the spread of infection? What types of coverings are worn to prevent the spread of infection? Ask each student to describe the methods of sanitizing one piece of hospital or medical office equipment. KEY QUESTIONS: How are dirty linens removed? What are some do's and don'ts for removing dirty linens? CRITICAL QUESTION: How can these methods be adapted for use in a private home?

HOME OR FACILITY SANITATION

TS20:10 Divide the class into cooperative learning groups and have each group research methods of sanitizing that are used by hospitals, long-term care facilities, or elder care centers in the local community. Have elected group leaders share their group's information with the class. Lead a class discussion comparing groups' results. KEY QUESTIONS: What types of equipment and linens are sanitized? What methods of sanitizing are commonly used? Is disposable equipment preferred? What is the difference between using disposable equipment and sanitizing equipment?

Linen

TS20:11 Display Teaching Aid 92, Removing Linens From an Isolation Room. Lead a class discussion about the importance of each guideline in preventing the spread of infection. Ask each student to design a visual display illustrating and listing the five guidelines shown on the Teaching Aid. Display in the classroom or class display case. KEY QUESTIONS: Should hands be washed after exiting room? before exiting room? or both before exiting and after exiting room? Why? CRITICAL QUESTIONS: Why should caregivers walk around the bed rather than lean over to loosen linens? Why should caregivers hold pillows away from their bodies when changing the case?

SANITIZING

TS20:12 Invite a health inspector from the State Department of Health to talk to the class about the proper procedures involved in both heat and chemical sanitation. Guide students in preparing questions in advance. Questions should include the following: What is the difference between heat sanitation and chemical sanitation? Does sanitation have anything to do with disinfecting and sterilizing? Ask each student to write a one-page paper discussing the difference between heat sanitation and chemical sanitation.

DISHWASHING

TS20:13 View Teaching Aid 93, Dishes That are Sanitary are Free From.... and lead a class discussion on how to tell if dishes are sanitary. KEY QUESTIONS: What are some signs of dirty dishes? What should you do with a cracked dish? Why is it unsanitary to drink from a chipped glass or cup? What is the difference between clean and sanitary?

TS20:14 Conduct an experiment to demonstrate the growth of bacteria on improperly cleaned equipment. Arrange several small bowls or glasses containing food or beverage residue on a counter. Label each container clearly and cover tightly. Fruit juice, soft drink, sweetened tea, coffee, small piece of bread, and condiments may be used. Have students check the containers regularly and note when bacterial growth can be seen. A microscope and slides may be used to expand the experiment by showing the presence of bacteria before it can been seen without magnification. Have each student keep a daily log of written observations of each container. Ask student volunteers to share their observation notes with the class and allow class members to comment. KEY QUESTIONS: How long did it take for the growth of bacteria to be readily visible? Was bacteria present before it could be seen? What differences were observed concerning bacterial growth? CRITICAL QUESTIONS: Why is it important to follow sanitation procedures? What results can occur if improper procedures are followed?

TS20:15 Invite a food service supervisor from an institutional food service facility or sales representative who sells institutional dishwashers to speak to the class about proper procedures and guidelines for sanitizing dishes, glasses, flatware, and pots and pans. Guide students in preparing questions prior to the arrival of the speaker. Questions should include the following: What water temperature is necessary to properly wash and sanitize dishes? How often are dishwashers inspected for proper water temperatures? How is flatware prepared for running through the dishwasher? How are glasses prepared? dishes? pots and pans? Why does the health department recommend air drying dishes? What kind and how much soap is used for institutional dishwashers? What is the procedure for handwashing dishes in institutions? Why does the health department require the use of three sinks? Have students write a one-page paper describing procedures and guidelines for sanitizing dishes in food service institutions. CRITICAL QUESTION: What are the differences between sanitizing dishes in food service institutions and sanitizing dishes in a private home?

TS20:16 Bring to class samples of flatware, glassware, cups, plates, and bowls. Have students view Teaching Aid 94, Handling Clean Dishes and lead a class discussion about the illustrated procedures. Allow each student to practice handling dishes in a sanitary manner. KEY QUESTIONS: Why should dishes, flatware, glasses, and utensils be handled correctly? Whose safety is involved? Can your own safety be involved? How?

ODORS

TS20:17 Divide the class into cooperative learning groups and assign each group one area of a home or care facility that might present problems with odors. Ask each group to list steps to minimize or prevent the development of odors in that area and effective ways to deodorize the area if odors are already present. Have elected group leaders write their group's ideas on the chalkboard or overhead projector. Lead a class discussion about students' results. KEY QUESTIONS: Why do odors occur? What are the most effective ways to deodorize? the least effective? Why?

TS20:18 Assign each student a specific area in their home, such as a closet, garbage container, or sink area to practice at least two methods of odor control for a specified length of time. Ask each student to keep a progress log during the allotted time. Have each student evaluate experiences by sharing with the class the methods tried and the ease and effectiveness of each method. Ask students to write a one-page paper describing their experiments and comparing the ease and effectiveness of both methods used.

DESTROYING AND REPELLING PESTS

TS20:19 Ask each student to name pest control measures while a student volunteer writes responses on a chalkboard or overhead projector. Duplicate and distribute Teaching Aid 95, Knowing and Controlling Pests and compare the class list with the control methods listed in the Teaching Aid. KEY QUESTIONS: When should professional pest control specialists be called? What is the role of the caregiver in pest control?

TS20:20 Lead a class discussion about ways that elderly persons in long-term care facilities can help caregivers to prevent pest problems. KEY QUESTIONS: What general guidelines can be utilized in the prevention of pest problems? Which of these guidelines would apply to bedrooms in long-term care facilities? How can elderly persons maintain proper standards for controlling pests in their own rooms? CRITICAL QUESTIONS: Should the elderly in long-term care facilities be allowed to store food items in their rooms? Under what conditions should perishable foods be allowed if at all? What food storage procedures would be advisable in preventing pest problems?

TS20:21 Invite a pest control specialist to speak to the class about pest control measures used in care facilities. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How can you tell if there is a pest problem? What are the signs of pest invasion? What pest control measures are best handled by professionals? What are the most common chemicals used for pest control? What special precautions or procedures are necessary when controlling pests in elder care facilities (institutional or domestic)? What precautions and safety measures are used in storing and disposing of chemicals? Have each student write a one-page paper on the topic of how to identify pest problems.

TS20:22 Set up a mock pest inspection of the classroom. Before class, leave clue cards describing a situation in places where students may ordinarily find pests. Assign pairs of students to inspect for pests (example: Students open drawer and find a card which reads "As you opened this drawer you noticed a cockroach running towards the dark, back corner." Each team will identify the possible pest problem and suggest a solution. A prize can be given to the team that finds the most problems and identifies the correct solutions.

Pesticides and Safety

TS20:23 Have each student design an illustrated visual display describing precautions to take with storing, using, and disposing of pesticides. Refer students to the information listed under the heading *Pesticides and Safety* in Chapter 20 of the Reference Book. The displays can be given to elder care facilities or exhibited in various locations of the school building.

TS20:24 Have each student collect information about a natural pesticide, how it is used, and the name(s) of pest(s) it repels. Refer students to the library or the city/county health department for information. Ask students to present their information to the class and lead a discussion about the advantages of natural pesticides. KEY QUESTIONS: Which of the natural pesticides mentioned are most likely already available in the home? Which are most dangerous to children and pets — chemical pesticides or natural pesticides?

DISINFECTION AND STERILIZATION

TS20:25 Have each student write a definition for the following terms: *sterilization* and *disinfection*. Compare students' definitions with the ones given under the heading *Disinfection and Sterilization* in Chapter 20 of the Reference Book. KEY QUESTION: What is the difference between sterilization and disinfection?[B]

TS20:26 Demonstrate how to disinfect and sterilize a piece of equipment. Ask students to name the steps as you perform them. (Steps can be found under the heading *Disinfection and Sterilization* in Chapter 20 of the Reference Book.) Lead a class discussion about the correct procedures for disposing of inexpensive contaminated articles. KEY QUESTIONS: What factors should be taken into consideration before disposing of a contaminated item? What types of articles should be disposed? What types of articles should be disinfected and sterilized?

TS20:27 Invite a representative from a home health care agency to share with the class sterilization and disinfection procedures which are appropriate for home use. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How do the procedures used in a home differ from those used in a health care facility? When is disposable equipment preferred? Is disposable equipment cost effective? How can wastes, such as disposable items or chemicals used in sterilization, be disposed of properly? Ask each student to write a one-page paper on sterilization and disinfection procedures for home use.

21 Safety

ESSENTIAL ELEMENT

- Provide a safe and healthy environment for the elderly.(n4C)

OBJECTIVES TO ACHIEVE

- Point out safety rules to follow or observe in the various areas of a private home or care facility.
- Give examples of general safety rules to follow in housekeeping matters.
- Explain fire emergency procedures.
- Identify potentially hazardous conditions.

SAFETY RULES

TS21:1 Divide the class into three cooperative learning groups. Give each group a copy of the following statements, and ask them to choose the one they believe is the most accurate statement about safety in the home. Each group should be prepared to defend their choice.

- Safety, like charity, begins at home in the behavior of the family — steadying ladders, storing sharp tools properly, and supervising children.
- Safety begins with the home itself: the environment where hazardous products find their uses — good lighting, well-insulated wiring, non-slip rugs and bathtubs, latched cabinets for medicines, and household chemicals.
- Safety in the home begins in the factory and involves design, construction, hazard analysis, and quality control.

TS21:2 Use Teaching Aid 96 (a, b), Safety Hazards, to initiate a class discussion on unsafe acts and unsafe conditions that lead to accidental burns, cuts, falls, and other injuries.

* TS 21:1 indicates teaching strategy, chapter 21, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Discuss which situations on the teaching aid depict unsafe acts and which depict unsafe conditions.

General Safety Rules

TS21:3 Duplicate and distribute Teaching Aid 97 (a, b), Preventing Falls, Burns, and Poisoning. Have each student complete the first column by following the instructions listed on the Teaching Aid. The correct answers for the first column are listed at the end of the Teaching Aid. Ask student volunteers to share the answers they wrote in the second column with the class and allow class members to agree or disagree accordingly. KEY QUESTIONS: Which of the preventive measures would require the assistance of a professional? Which of the preventive measures are simple to implement? CRITICAL QUESTION: How can the caregiver assist in implementing these guidelines?

TS21:4 Demonstrate the importance of making adaptations in the home that contribute to safety for the elderly by bringing a wheelchair to class for students to manipulate. Students can experience the space needs of a wheelchair and understand some of the adaptations that need to be made. KEY QUESTIONS: What do you notice about the space needs for a wheelchair? What steps may be taken to adapt a home for a wheelchair? Are the doorways in most homes wide enough for wheelchair passage? What other home adaptations will help equipment for the elderly work more safely and efficiently?

TS21:5 Order copies of the brochure *Preventing Falls—A Safety Program For Older Adults* from the National Safety Council (see reference list item M for further information). Lead a class discussion about preventing falls for the elderly. Divide the class into cooperative learning groups and have each group develop a visual display depicting or promoting preventive measures that reduce the likelihood of accidental falls. Allow each group to present and explain their finished product to the class. Display in the classroom or class display case. KEY QUESTIONS: What are some common contributing factors to accidental falls? What does "falling correctly" mean and how is it done?

Household Product Safety Rules

TS21:6 Duplicate and Distribute Teaching Aid 98, Using Cleaning Supplies Safely. Lead a class discussion on recommended safety precautions for handling cleaning products. Ask each student to write a real-life or fictitious situation that might illustrate each guideline on the Teaching Aid. Have student volunteers share their papers with the class. KEY QUESTIONS: What possible scenarios can develop as a result of splashing cleaning products on clothing, skin, or in eyes? What can occur as a result of mixing cleaning products? What can happen if products for cleaning purposes are not sealed correctly?[B]

Electric Appliance Safety Rules

TS21:7 Have each student complete Teaching Aid 99, Electrical Appliance Safety Quiz. Ask a student volunteer to write the correct answers on the chalkboard or overhead projector, and allow class members to make corrections on their papers. Lead a class discussion on the consequences of unsafe electrical habits. KEY QUESTIONS: Which of the items from the safety quiz are aimed toward preventing electrical fires? Which of the items from the safety quiz are aimed toward preventing electrical shocks?

Kitchen / Bathroom / Living Room / Bedroom Safety Rules

TS21:8 Duplicate and distribute Teaching Aid 100 (a, b, c, d), Kitchen, Bathroom, Living Room, and Bedroom Safety for The Elderly. Have each student identify safety features and equipment that are helpful to the elderly by marking the safety modifications in the pictures. When students complete the worksheets, lead a class discussion about the features they identified. Point out any safety features not identified by the class. KEY QUESTIONS: Where are oven/range control knobs usually located? Which location of oven/range controls might be preferred by the elderly? Why? How can a front loading washer and dryer be beneficial to an elderly person? What are some advantages of grab bars around a tub, shower, and toilet? What guidelines do you use to arrange furniture for an elderly person's home safety?

TS21:9 Have students work in pairs to develop a safety checklist for one or more areas of a home, such as the kitchen, bathroom, bedroom, and other rooms. For ideas, refer students to Chapter 21 of the Reference Book and to *Safety for Older Consumers: Home Safety Checklist* from the Consumer Product Safety Commission (see reference list item G for further information). Have class members compile the individual checklists to make a complete home safety checklist. Duplicate and distribute complete copies to each student.[B]

TS21:10 Have students evaluate their own homes using the safety checklist developed in the previous activity. (Students may decide in advance to omit those items on the checklist that relate specifically to the elderly, such as grab bars in the bathroom, unless an elderly person lives there.) Ask students to share their findings with the class. The checklist can be revised if necessary. FHA/HERO members may offer to evaluate homes of the elderly in the community using the checklist developed. KEY QUESTIONS: Which area of the homes evaluated contained the most safety violations? Which area contained the least violations?

TS21:11 Invite a health care professional who works in an emergency room, a minor emergency clinic, or a doctor's office to speak to the class concerning injuries due to household accidents. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What types of injuries most often result from household accidents? In what areas of the home do accidents usually occur? How can a caregiver determine whether or not an elderly person needs professional medical treatment as the result of a household accident? Lead a class discussion about common household accident and ways to prevent them. KEY QUESTIONS: What areas of the house do accidents most often occur? Why? CRITICAL QUESTION: What are some ways of preventing the most common household accident mentioned by the speaker?

STAIRWAYS AND WALKWAYS

TS21:12 Display Teaching Aid 101, Safe Stairways and Walkways, and lead a class discussion about stairway and walkway safety for the elderly. KEY QUESTIONS: Which of the safety points will be especially important to implement for an elderly person with vision impairment? Which of the safety points will be especially important to implement for an elderly person with decreased balance?

FIRE SAFETY PROCEDURES

TS21:13 Lead a class discussion on the three elements of fire using Teaching Aid 102, The Three Elements of Fire. KEY QUESTIONS: How does removing one element affect the fire? What are some examples of each element? Are these elements present in an elder care facility or home? Where?

TS21:14 Have students evaluate their own home for fire hazards by completing Teaching Aid 103, Fire Prevention Checklist. Lead a class discussion about the deficiencies that students found. KEY QUESTIONS: Is preventing home fires expensive? Is the problem more difficult for the elderly? Why?

TS21:15 Obtain copies and have each student read the brochure *Stopping Fires Cold—A Safety Program For Older Adults* from the National Safety Council (see reference list item M for further information). Lead a class discussion on the information and safety precautions for the elderly as mentioned in the brochure. KEY QUESTIONS: What percentage of people over the age of sixty-five die from clothing fires? from mattress and bedding fire? What percentage of the elderly are closely involved in starting fires that ended up killing them? Where do 1/3 of all home fires start? What are two helpful fire safety devices that should be kept in the home? What is meant by "testing a door" before opening when escaping a burning home?

Escaping Fires

TS21:16 Have students find out what the fire escape plan is for their home or place of employment. Then, ask each student to diagram on paper the primary and secondary exits that may be used to evacuate people in case of fire. If no specific plan is in place, have students design a fire escape route. With the permission and approval of a parent or employer, copies can then be posted in various parts of the home or building.

TS21:17 Give each student a copy of a floor plan of an elder care facility. Have each student use different colored markers to draw an evacuation diagram on the plan and an alternate route to take if an exit is blocked by fire. Have students share the plans in class. Lead a class discussion on the importance of designated alternate evacuation routes. CRITICAL QUESTIONS: What would be the advantages to reserving certain exits for physically disabled elderly persons requiring assistance by a caregiver such as those using wheelchairs or walkers? What would be the disadvantages? Who helps evacuate elderly persons who are bedridden from the building? What type of signal is used to warn of a fire? Why is it vital to count the number of elderly before leaving the building and again when outside?[C]

Smoke Detectors

TS21:18 Use information from Teaching Aid 104, Fire Extinguishers and information listed under the heading *Smoke Detectors* in Chapter 21 of the Reference Book, and write on the chalkboard or overhead projector the various types of fire extinguishers and smoke detectors available. Have each student select one or more items from the list to research for answers to the following questions: What is the cost of the item? What is its life expectancy? What regular maintenance is required? What is the proper method of operation? Ask students to share their information with the class.

TS21:19 Order copies of the pamphlet *Smoke Detectors and Fire Safety: A Guide For Older Americans* from the U.S. Fire Administration (see reference list item H for further information). Lead a class discussion about the information presented in the brochure. KEY QUESTIONS: What is the common length of hospital stay for an elderly burn victim? Are the elderly at greater risk of fire death? What are the five most common causes of home fire? What is the average price of a smoke detector? When and how should smoke detectors be tested?

Reporting Fires

TS21:20 Have student volunteers simulate reporting a fire to the fire department as described under the heading *Reporting Fires* in Chapter 21 of the Reference Book. Lead a class discussion about the reasons why each point of information is important to report. KEY QUESTIONS: Why is your name important information to give? How can knowing the type of fire help the fire department?

How to Put Out Fires

TS21:21 Invite a representative from the fire department to discuss fire safety and to demonstrate the correct use of several types of fire extinguishers. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are the main causes of fire in the home? Which type of fire extinguisher is best for general purpose use? Do most homes have a fire extinguisher? What is the average cost of a good household fire extinguisher? How else can fires be put out? What should a caregiver do if an elderly person's clothing catches on fire? If possible let each student actually hold and use a fire extinguisher under the supervision of the firefighter.[C]

SOURCES OF ASSISTANCE

TS21:22 Invite a county extension representative to speak to the class about resources and information available to the public on the topic of safety practices for the home. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Where within the community can an elderly person obtain information about home and personal safety? Does the community have any services available that help create a safer home environment? Where can educational information and materials about safety be obtained? Have each student contact one of the resources mentioned by the speaker requesting information (pamphlets or brochures) about their services. Display pamphlets or brochures in the classroom or class display case.

Consumer Product Safety Commission / Fire Prevention and Control

TS21:23 Obtain copies of *Publications Listing* #107 from the Consumer Product Safety Commission (see reference list item G for further information). Divide the class into cooperative learning groups and have each group write to the Consumer Product Safety Commission requesting two different publications on safety that are available from the Publications Listing. Have each group give a presentation about issues on safety based on the two safety publications they received. Display each group's pamphlets in the classroom or class display case.

TS21:24 Order *U.S. Fire Administration Brochure* L-160 from the United States Fire Administration (see reference list item H for further information). Lead a class discussion about the purpose and programs of the U.S. Fire Administration. KEY QUESTIONS: What is the U.S. Fire Administration? What programs are available through the USFA? CRITICAL QUESTIONS: Which of the programs available through the USFA are beneficial to the elderly? Why?

22

Preventive Health Measures and Signs of Illness

ESSENTIAL ELEMENTS

- Identify characteristics and care needs of the elderly.(n1B)
- Explain the causes, symptoms, transmission, and prevention of communicable diseases.(n4A)
- Provide a safe and healthy environment for the elderly.(n4C)

OBJECTIVES TO ACHIEVE

- Describe preventive measures the elderly can engage in to maintain good health.
- Discuss current infectious diseases.
- Identify infectious diseases the elderly should be immunized for.
- Describe how to use medications safely.
- Point out possible signs of illness in the elderly.
- Report signs of elder abuse and neglect.

PREVENTIVE MEASURES

TS22:1 Have each student prepare a visual display highlighting preventive measures that help maintain good health. Diet, exercise, and regular medical examinations should be included. Display in the classroom or class display case.

TS22:2 Distribute copies of Teaching Aid 105, Get Acquainted with Preventive Health Measures. After each student has completed the worksheet with classmates' names, lead a class discussion about the results. KEY QUESTIONS: Was it easy to find a person who followed some of the measures? Why? What was the hardest? easiest? Would the answers be the same for a group of elderly persons?

* TS 22:1 indicates teaching strategy, chapter 22, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Exercise

TS22:3 Invite a physical therapist to speak to the class about the value of exercise. Ask the therapist to discuss exercises appropriate for specific health problems. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How can exercise help in the prevention of health problems? What happens to a bed-ridden person who does not exercise for some length of time? The therapist can demonstrate both active range-of-motion exercises and passive range-of-motion exercises. Allow students to practice some passive exercises with a partner.

Nutrition

TS22:4 Order the videotape *How Does Your Nutrition Measure Up?* from the AARP Program Scheduling Office (see reference list item 1 for further information). Lead a class discussion on the role of nutrition in preventive health for the elderly. KEY QUESTIONS: What preventive health measures can elderly persons adopt as a part of their eating habits? What are some consequences of poor nutritional habits? What are some health risks that can be avoided as a result of good nutritional habits? Do eating habits change with age? How? What are some special nutritional needs of the elderly?

Physical Examinations

TS22:5 Invite a clinical nurse from the health department to speak to the class about the importance of yearly physical exams for the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Can regular physical exams detect diseases before a person develops symptoms? What kind of diseases can be detected before symptoms are realized? Which diseases are especially treatable in the early stages? Which diseases are frequently detected early as a result of regular physical exams among the elderly? Do the elderly seem to be more or less fearful about physical exams in comparison to other age groups? Ask each student to write a one-page paper on the topic of regular physical examinations as preventive medicine for the elderly. Have student volunteers share their papers with the class.

Additional Considerations For Elderly Women

TS22:6 Duplicate and distribute Teaching Aid 106, Women's Health Issues. Have each student provide the missing information by referring to a book from the medical or health section of the library. Have a student volunteer write the correct answers on the chalkboard or overhead projector. Lead a class discussion about each condition mentioned on the Teaching Aid. Encourage students to share their answers (if different from those displayed) with the class and add these to the chalkboard list or overhead projector. KEY QUESTIONS: What special women's conditions can be detected early through regular physical examinations? Can any of the listed conditions be prevented or controlled through the use of diet and exercise?

TS22:7 Order the slide/tape program, *Voices: Women Speaking to Women about Health,* from the AARP Scheduling Office (see reference list item 1 for further information). Lead a class discussion about the special health concerns of women. KEY QUESTIONS: What action can women take to live longer, healthier lives? How can women influence the health care system? Who are the primary health-care consumers in the United States.?

INFECTIOUS DISEASES

TS22:8 Divide the class into three cooperative learning groups. Have each group develop a list of guidelines concerning the AIDS virus. Ask the first group to develop guidelines to protect caregivers. Ask the second group to develop guidelines for caregivers to protect the person infected with the AIDS virus from contracting other infections. Ask the third group to develop guidelines for protecting the elderly population from being infected by the other residents with the AIDS virus. Have elected group leaders write their group's guidelines on the chalkboard or overhead projector. Lead a class discussion about students' recommendations. CRITICAL QUESTION: How will elder care facilities have to adjust policies and training for caregivers as more and more AIDS patients become part of the elderly population?

TS22:9 Obtain copies of the pamphlet *Tuberculosis-Get the Facts!* from the health department or from the Centers for Disease Control (see reference list item I for further information). Lead a class discussion about the information given in the pamphlet and how it affects the elderly. KEY QUESTIONS: Who are at risk for acquiring TB? Why? What are the symptoms of TB? What is the difference between TB infection and TB disease? What is a TB test?

TS22:10 Duplicate and distribute Teaching Aid 107, Preventing the Spread of Communicable Diseases. Lead a class discussion about ways that different diseases are most likely to spread. Divide the class into cooperative learning groups. Have each group develop a skit depicting a caregiver intervening in a situation for the purpose of preventing the spread of one of the communicable diseases. Allow each group to present their skit before the class. CRITICAL QUESTION: What general sanitary guidelines should caregivers follow to prevent the spread of communicable diseases?

IMMUNIZATIONS

TS22:11 Ask each student to name as many infectious diseases for which immunizations are available as they can. Have one student write the list on a chalkboard or overhead projector. Place a star beside those diseases an elderly person should be immunized against. KEY QUESTIONS: Why is it necessary for the elderly to be immunized against those diseases? How often is immunization required? Who should the elderly consult about which immunizations they need?

TS22:12 Ask each student to interview at least three senior citizens concerning routine immunizations that are necessary for the elderly. Guide students in preparing questions prior to the interviews. Questions should include the following: Have you been immunized against any infectious disease in the last ten years? If so, what immunizations have you received? Where did you go to receive the immunization(s) —a hospital, a clinic, a doctor's office? Does your physician recommend regular immunization against diphtheria, tetanus, and influenza? Have each student compile the information received from the interviews. KEY QUESTIONS: Did those interviewed receive all recommended immunizations against infectious diseases on a regular basis? Are they aware that certain immunizations are necessary? Where do they go to receive needed immunizations? CRITICAL QUESTIONS: Why do some senior citizens not receive the necessary immunizations? Can cost, lack of transportation, and lack of knowledge hinder the elderly from receiving immunizations? How can a caregiver recommend immunizations against infectious disease?

DRUGS

TS22:13 Provide copies of the pamphlet, *The Smart Consumer's Guide to Prescription Drugs,* by ordering from the AARP Fulfillment Center (see reference list item A or further information). Ask each student to contact an elderly relative or neighbor and offer to help them organize a daily or weekly schedule for taking their medication. (Use the daily medication chart in the pamphlet as a guide.) Have each student report to the class the schedule they used and why they chose it. (Use a daily chart if the same medicines are taken in the same dosages every day and use a weekly chart if some medicines are taken every other day or in different dosages on different days.) Have each student help the elderly person complete the list provided at the end of the pamphlet with information about individual prescription drugs. Students who do not live near an elderly person can work with a person in another age group, such as a parent.

TS22:14 View Teaching Aid 108, Do's and Don'ts for Medications. Lead a class discussion about the reasons for each point listed on the Teaching Aid. KEY QUESTIONS: Why is it important to know how to administer medications? Why is it important to keep a record of all medications given? How can the caregiver develop a system to keep track of what medications have been taken and when? CRITICAL QUESTION: Why do the elderly need help taking their medicines?[C]

TS22:15 Provide copies of Teaching Aid 109, Drug Combination Hazards for each student. Ask each student to complete the third column of numbers six through eleven. For correct answers refer students to the information provided under the heading *Drugs* in Chapter 22 of the Reference Book. Display correct answers on the chalkboard or overhead projector and lead a class discussion about drug combination hazards. KEY QUESTIONS: Why should patients report the medications they are already taking before accepting a prescription for a different drug? Where can someone go to receive reliable information about drug combination hazards?

TS22:16 Invite a pharmacist to give a presentation on various aspects of medications. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What is the difference between generic and name brand prescription drugs? What are some examples of drug-food interactions? Are drug-food interactions a concern with over-the-counter drugs? What type of drug concerns are specific to the elderly? What are the side effects of common drugs? What safety guides should be followed when giving or taking medications? What are the emergency procedures in case of overdose? Why should outdated medications be discarded? Why is it not safe to take someone else's medicine? What are the dangers of taking several drugs at once? How long can medicines be kept before they expire? Where should common medications be stored? Have each student enter any additional information given on the chart used in the previous activity?

TS22:17 Order copies of the pamphlet *Food and Drug Interactions* from the Food and Drug Administration (see reference list item L for further information). Lead a class discussion about the interactions between certain drugs and the ingestion of certain foods. KEY QUESTIONS: With which drugs should alcohol be avoided? Why? With which drugs should caffeine products be avoided? Why? What medications should be taken with food? Why? With which medications should dairy products be avoided? Why? For what types of problems would medications be given that can deplete potassium supplies in the body?

SIGNS OF ILLNESS

TS22:18 Divide the class into cooperative learning groups. Lead each group to brainstorm for reasons why a caregiver needs to be alert to early signs of illness and examples of early signs of illness. Have elected group leaders share their group's answers with the class. Lead a class discussion on the topic of caregiver's alertness to early signs of illness. KEY QUESTIONS: Why is early detection of illness important? What is the difference between objective and subjective observations?[C]

TS22:19 Duplicate and distribute Teaching Aid 31, Identifying Trouble Signs. Have each student label the figure with objective observations that may indicate a possible problem. Refer students to the information found under the heading *Signs of Illness* in Chapter 22 of the Reference Book.

TS22:20 Prepare cards in advance by writing one subjective observation per card that might provide an early warning of illness. Allow each student to select a partner and provide each pair of students with a card. Ask each group to state why that observation might indicate a problem and how caregivers should respond to the observation. Have each student write a one to two-page story about "Barbara" the caregiver who was told by her elderly mother that she was experiencing the subjective observation as given on the card. The account should include the subjective observation, what Barbara did about the information she received, and a short discussion about the final outcome.[B][C]

TS22:21 Show the videotape *Health in the Later Years*. This videotape can be borrowed from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Ask each student to identify factors suggested in the videotape presentation that will help older people maintain good health. KEY QUESTIONS:

What kinds of exercise and mental stimulation are suggested for older adults? What is the role of good nutrition in maintaining good health? How can older adults reduce stress in their lives? How can a person get the most out of a visit to a physician?

ELDER ABUSE AND NEGLECT

TS22:22 Have each student find recent newspaper or magazine articles describing examples of abuse or neglect. Ask students to present a brief oral report describing the specific situation of abuse or neglect. The report should include possible causes of the abuse or neglect, consequences/results of the abuse or neglect, and how the situation might have been prevented. Lead a class discussion on the difference between and the increases in elder abuse and elder neglect. CRITICAL QUESTIONS: Where does elder abuse and neglect happen? Why is elderly abuse or neglect often not reported? How can society or individuals change this trend?[B]

TS22:23 Invite a social worker to speak to the class on the topic of abuse and neglect of the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What is the difference between emotional abuse, mental abuse, and physical abuse? What is emotional neglect, mental neglect, and physical neglect? How can a person recognize signs of abuse or neglect? What is the role of the worker in caring for the elderly who may be abused? How should abuse be reported? Why is elder abuse often not reported? Ask each student to make a visual display depicting elder abuse and neglect. CRITICAL QUESTION: What are the caregiver's legal and moral obligations for reporting suspected abuse of the elderly?

TS22:24 Obtain the pamphlet *Domestic Mistreatment of the Elderly* for each student from the AARP Fulfillment Center (see reference list item A for further information). Ask each student to read the pamphlet and lead a class discussion explaining the reason behind the do's and don'ts listed for individuals. Allow students to discuss other information addressed in the pamphlet. KEY QUESTIONS: What are some signs and symptoms of mistreatment in the elderly? How do you know if abuse or neglect is taking place? What is the difference between active neglect and passive neglect? What are some do's and don'ts for families? for communities?

TS22:25 Duplicate and distribute Teaching Aid 110, Situations in Which Elder Abuse or Neglect Might Occur. Allow each student to select a partner to work with. Ask each pair of students to choose one of the five problems (except number 1) that promote abuse or neglect found on the Teaching Aid and write a two page fictitious account that stems from the selected problem. Have one student write from the point of view of the caregiver and the other student write from the point of view of the elderly person. Allow student volunteers to read their papers to the class. Lead a class discussion after each presentation to suggest possible solutions to the situation presented. KEY QUESTIONS: What can concerned persons do to intervene in a suspected situation of elderly abuse or neglect? Who should be approached first? second? Would intervention be handled differently according to the situation that presents itself? Why?[B][C]

23

Vital Health Signs

ESSENTIAL ELEMENT

- Identify characteristics and care needs of the elderly.(n1B)
- Provide a safe and healthy environment for the elderly.(n4C)

OBJECTIVES TO ACHIEVE

- Identify the vital signs.
- Give examples of when to take one's temperature.
- Describe the procedure for taking one's temperature.
- Demonstrate how to read a thermometer.
- List the steps in taking one's pulse.
- Describe the procedure for taking one's respiration count.

TS23:1 Write the letters TPR and BP on the chalkboard or overhead projector. Ask if any member of the class knows what those letters signify in health care. When temperature, pulse, respiration, and blood pressure have been identified, have each student write a definition of each term. Compare the students' definitions with those given in Chapter 23 of the Reference Book. Lead a class discussion about the importance of taking the vital signs of elderly persons on a regular basis. KEY QUESTIONS: Why is it necessary to keep a record of an elderly person's vital signs? When should the caregiver report a change in the vital signs?

TS23:2 Divide the class into cooperative learning groups. Lead each group to brainstorm for ways that vital signs may be used for evaluating an individual's condition. Have elected group leaders record their group's ideas on the chalkboard or overhead project. Ask the remaining groups to contribute other ideas and add these to the already existing list. The compiled list of ideas should include the following: obtaining knowledge of the physical condition, keeping a continuous record to use

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* TS 23:1 indicates teaching strategy, chapter 23, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

in determining the course of an illness, aiding the doctor in making a diagnosis of the illnesses, and aiding the doctor in determining treatment. Lead a class discussion about the caregivers role in recording vital signs of the elderly. KEY QUESTIONS: What is the role of caregivers in recording an individual's vital signs? Is accuracy important? Why?

TEMPERATURE

TS23:3 View Teaching Aid 111, Temperature Facts and lead a class discussion on normal and abnormal body temperatures. KEY QUESTIONS: What factors affect the body's temperature? What is the average temperature? What is the best time of day to take a person's temperature? When is it likely to be the highest? the lowest?

TS23:4 Ask each student to take an informal poll of the adults who work at school by asking at least five adults what symptom(s) prompts them to take someone's temperature. Have students share their results with the class. Display Teaching Aid 112, When To Take Someone's Temperature and lead a class discussion comparing the answers obtained in the poll with the symptoms listed in the Teaching Aid. KEY QUESTIONS: What answers from the poll were the same or similar to the symptoms listed in the Teaching Aid? Which were different?

TS23:5 Bring to class examples of the different types of clinical thermometers. Allow students to examine each type. Describe and show the differences between digital, digital ear, and standard thermometers. Demonstrate how to read each type of thermometer. Have students complete Teaching Aid 113, Reading a Standard Thermometer. Allow students to check over answers in class. Lead a class discussion on ways of taking temperature, such as oral, rectal, an axillary and when each is used. KEY QUESTIONS: How long is a thermometer left in place? What are the advantages of using a digital ear thermometer over a digital thermometer? What are the advantages and disadvantages of a standard thermometer? What body temperature indicates a need for medical intervention?

Procedure For Taking Temperature

TS23:6 Demonstrate the steps in the procedure for taking temperature orally. Have students identify the steps as they are performed. Lead a class discussion about the care of a thermometer. KEY QUESTIONS: How should a thermometer be cleaned after use? How is it stored?[C]

TS23:7 Using a thermometer with disposable plastic covers, have students take each other's temperature. Refer students to the steps given under the heading *Procedure For Taking Temperature* in Chapter 23 of the Reference Book. Have each student evaluate the person who is taking his or her temperature for proper procedure. Allow students to discuss their experiences. KEY QUESTIONS: Were any of the step difficult to remember? Which of the steps were easiest to remember?

PULSE

TS23:8 Lead a class discussion on the use of the pulse rate as a vital sign. KEY QUESTIONS: Why is the pulse rate important? What is the normal pulse rate? What influences the rate? What causes the rate to increase or decrease temporarily?

TS23:9 Duplicate and distribute Teaching Aid 114, Steps For Taking Someone Else's Pulse. Demonstrate how to take the pulse rate by counting heartbeats. Ask students follow the steps listed in the Teaching Aid to determine their own pulse rates. Lead a class discussion about other places on the body where the pulse can be taken, such as sides of the neck, lower jawbone, and in front of the ear. Discuss observations other than rate that can be concluded from the pulse. KEY QUESTIONS: What is your pulse rate? What type of physical conditioning can improve the condition of the heart and give you a stronger, slower pulse?[C]

TS23:10 Have students keep a three-day chart of their pulse rate at the following times: as soon as they get up in the morning (resting heart rate), after strenuous activity, after a stressful class or test, after eating, and before going to bed at night. As a class, have students make generalizations about pulse rates taken at various times. (Keep in mind that the maximum heart rate per minute is usually 220 minus one's age, although this should be used only as a general guideline. The target zone during exercise is 60 percent to 75 percent of the maximum heart rate.) KEY QUESTIONS: What was the actual beats per minute difference between your pulse and the pulse of some of the other students? Was your pulse in a normal range for each of the situations?

RESPIRATION

TS23:11 Lead a class discussion about respiration rates, including rapid respiration, shallow respiration, and difficult respiration. KEY QUESTIONS: What role does respiration play in the body? How may rates differ for the elderly? What factors may change the rate of respiration? What effect does fever have on the respiration rate?

TS23:12 View Teaching Aid 115, How To Monitor Respiratory Rates. Demonstrate monitoring the respiration rate by observing the rise and fall of the chest or abdomen for one minute. Have students check their own rates for one minute. KEY QUESTION: Why is it more accurate that individuals not know when their respiration is being monitored?

BLOOD PRESSURE

TS23:13 Invite the school nurse to come to class and take each student's blood pressure. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What causes high blood pressure? How can high blood pressure be controlled? What is considered to be low blood pressure? Is low blood pressure dangerous? What causes low blood pressure? What is considered to be a normal blood pressure reading? Lead a class discussion about the information received from the school nurse. KEY QUESTIONS: What are the dangers of hypertension and hypotension? What is the normal blood pressure for teens? for the elderly? How often should blood pressure be checked?

TS23:14 Have FHA/HERO members organize a blood pressure check-up for teachers, students, or for the neighborhood. The school nurse or other health professionals can be invited to participate and take blood pressure readings. FHA/HERO should secure the location, provide advertising, and promote the opportunity.

TS23:15 Divide the class into cooperative learning groups to design a brochure containing information about preventive health care and monitoring vital signs. Have each student review Chapters 22 and 23 in the Reference Book and select information that will be most beneficial to the public. Information should be presented in a clear and concise way. Students may wish to use artwork or design a colorful cover to make the brochure more appealing. Provide copies of the brochures at the FHA/HERO blood pressure check-up or other school or community activities.[B]

TS23:16 Bring to class several catalogues for students to use. Divide the class into cooperative learning groups and have each group look through catalogs and comparison shop for home health aids, such as thermometers and blood pressure check devices. Allow elected group leaders to share their group's choices with the class. Ask group leaders to justify their group's choice. Price and quality should be strong considerations. CRITICAL QUESTIONS: From whom can an individual ask for advice when purchasing home health equipment? What are the advantages of self-monitoring vital signs?

24

First Aid

ESSENTIAL ELEMENTS

- Demonstrate communication skills.(n6B)
- Describe crisis management techniques for the elderly and for care providers.(n6C)

OBJECTIVES TO ACHIEVE

- Describe simple first aid principles.
- Give examples of common first aid supplies.
- Demonstrate an ability to apply first aid procedures in an accident situation.
- Identify community resources for assistance in emergencies.

FIRST AID PRINCIPLES

TS24:1 Ask each student to bring a newspaper article about an accident or provide newspaper articles about accidents in the community. Have each student identify the cause of the accident (or suggest what might have been the cause if the article does not give that information) and list some steps that could have been taken to prevent the accident. Have students give oral reports sharing their conclusions with the class. Lead a class discussion on preventing accidents. KEY QUESTIONS: Which of these accidents was a result of unsafe behavior? Which of these accidents was the result of an unsafe environment?[B]

TS24:2 View Teaching Aid 116, First Aid Principles. Lead a class discussion covering all the principles. Write several real-life situations on the chalkboard or overhead projector, such as an elderly person who has slipped on a wet floor and cannot get up, a person with a bleeding wound caused by a kitchen knife accident, and other examples. Have each student apply first aid principles by explaining specifically and in proper order what should be done in each of the real-life situations. KEY QUESTIONS: Should a caregiver follow the principles in the order given? Why?[C]

* TS 24:1 indicates teaching strategy, chapter 24, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS24:3 Lead a class discussion on the following statement: "Improperly applied first aid might cause more harm than good." Divide the class into cooperative learning groups and have each group think of one example that illustrates harm that can be caused by improperly applied first aid. (For information on basic proper first aid procedures refer students to the headings *Burns; Wounds; Fainting; Shock; and Choking* in Chapter 24 of the Reference Book.) Have elected group leaders share their group's example with the class. KEY QUESTIONS: What first aid procedures are especially important for caregivers of elderly persons to know? Why are these procedures used more frequently with the elderly than other age groups?[C]

FIRST AID SUPPLIES

TS24:4 Duplicate and distribute copies of Teaching Aid 117, First Aid Supplies. Lead a class discussion on why each item is needed and its use. Ask each student to check the supplies in the first aid kit at a place of employment or in the school laboratory and compare those supplies to the recommended list. (If first aid kits are not available ask to borrow a kit from the school nurse.) Lead a class discussion about their findings. KEY QUESTIONS: Does the kit include supplies that were on the list? Do supplies need to be added to the first aid kit? Is the list of supplies different for the home of an elderly person than for a family with young children? If so, how?

EMERGENCY PHONE NUMBERS

TS24:5 View Teaching Aid 118, Emergency Procedures. Lead a class discussion about the importance of remaining calm in an emergency and giving accurate, complete information when calling for assistance. KEY QUESTIONS: What can one do to prepare for emergency situations? How will these preparations help the caregiver during a crisis?[C]

TS24:6 Divide the class into cooperative learning groups and have each group role play an emergency situation. One student from each group can role play making an emergency telephone call. Use Teaching Aid 119, Remember LIFE, to remind students of correct emergency call procedures. Lead a class discussion to evaluate the emergency telephone call and how it related to the actual situation. KEY QUESTIONS: Was the information given over the telephone an accurate assessment of the emergency situation? What other information could have been given that would have been helpful? In what way?

TS24:7 Have each student prepare a list of emergency telephone numbers. Include the numbers for a hospital, ambulance, police department, fire department, poison control center, relatives, and other important information. The lists can be made in large print and laminated to be given to elderly persons. KEY QUESTIONS: Where should the list be posted? How often should it be updated?

BURNS / WOUNDS / FAINTING / SHOCK / CHOKING

TS24:8 Order the three audiovisuals (each under fifteen minutes) *First Aid For Wounds*: Module #3, *First Aid For Burns*: Module #5, and *First Aid For Sudden Illness*: Module #6 from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Have students note the procedures for dealing with the emergencies and lead a class discussion on emergency first aid. KEY QUESTIONS: What is the difference in the treatment of a burn caused by fire and a burn caused by steam? How is a chemical burn treated? What is the recommended treatment for an eye burn? How are burns classified? What are the first aid recommendations for fainting? for shock? What are the different types of wounds? How are wounds classified? How is contamination and infection prevented?

TS24:9 Invite the school nurse or an EMS paramedic to demonstrate simple first aid procedures (using a first aid kit) for emergencies involving cuts, burns, fainting, and shock. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How would you treat a cut without a first aid kit? If more than one emergency situation exists which should be attended to first: a cut, a burn, or shock? second? If possible, allow students to practice some of the procedures, such as wrapping a wound and treating a burn with a partner.

TS24:10 Invite a Certified Cardiopulmonary Resuscitation (CPR) instructor to come to class and demonstrate CPR and the Heimlich Maneuver. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What courses can caregivers take to learn CPR? What are the main things to remember when administering CPR? When should the Heimlich Maneuver be used? What are the dangers involved? If possible, have students practice on a mannequin until they understand the Heimlich Maneuver.

TS24:11 Encourage class members or FHA/HERO members to sponsor a workshop with a certified instructor to teach CPR and the Heimlich Maneuver to students and adults in the community. Contact the local chapter of the American Red Cross for names of certified instructors.

TS24:12 Divide the class into rescue teams. Have each team role play an emergency situation and the solution to the situation, including placing a phone call for assistance. Lead a class discussion about each role play and correct any misinformation that has been portrayed. Examples of emergency situations include: a person choking, a cut that is bleeding badly, and a person who has fainted.

POISONS

TS24:13 Obtain copies of the pamphlet *Poisonous Primer* from the Texas State Poison Center (see reference list item J for further information). Have students work individually or in small cooperative learning groups to prepare display materials showing household poisons along with some do's and don'ts. Display students' visual aids in the classroom or class display case. CRITICAL QUESTION: How can an elderly person accidentally poison themselves?[B]

TS24:14 Write some sample emergencies on slips of paper. Have each student draw a slip and then explain the correct procedures to follow in each emergency. Examples to include are first degree burn, second degree burn, third degree burn, puncture, abrasion, incision, laceration, fainting, shock, choking, ingestion of acid or rubbing alcohol, and ingestion of methanol products.

Community Resources For Emergency Assistance

TS24:15 Invite a representative of the fire or police department to explain the 911 Emergency Medical System. If there is no 911 EMS in the community, have each student write to the fire or police department in a metropolitan area for information. Guide students in preparing questions prior to the speaker's arrival (or prior to writing the letters). Questions should include the following: Where are the emergency phone calls received? How are calls directed to the appropriate agencies? What is the average response time? What emergency systems are available for homebound persons living alone? Does 911 respond to life-line systems and outdoor emergency light systems? What are the procedures for using these systems? What training do EMS employees receive? Have each student write a one-page paper summarizing information obtained about 911. Student volunteers may share their papers with the class.

25

Terminal Illness

ESSENTIAL ELEMENTS

- Point out considerations affecting interaction with the elderly's family or responsible parties.(n6A)
- Demonstrate communication skills.(n6B)
- Describe crisis management techniques for the elderly and for care providers.(n6C)

OBJECTIVES TO ACHIEVE

- List positive ways of caring for the terminally ill.
- Describe sources of assistance for the terminally ill.
- Identify sources of assistance for the terminally ill.
- Identify the needs of a terminally ill individual.
- Identify the needs of the family of a terminally ill individual.
- Explain the stages of grief that most terminally ill individuals experience.
- Explain the steps of grief that most family members and friends experience after the death of a loved one.

CARING FOR THE TERMINALLY ILL

TS25:1 Write the word *terminal* on the chalkboard or overhead projector. Have each student to state first reactions to the word. KEY QUESTIONS: What does terminal mean? What does terminally ill mean? Who is affected when an elderly person is diagnosed as terminally ill? How would student reactions to the word be different if they knew the person? if they were caring for the person?

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* TS 25:1 indicates teaching strategy, chapter 25, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS25:2 Have students complete Teaching Aid 120 (a, b, c), Attitudes About Death and share their answers with the class. Lead a class discussion about students' responses and compare the similarities and differences of students' responses. Stress to students that feelings about death are different for different people. KEY QUESTIONS: Which questions made students feel most uncomfortable? Why? Which questions were the most difficult to answer? Why? CRITICAL QUESTION: Why is an understanding of death, the death process, attitudes toward death, and personal feelings important to those involved with services for the elderly?[C]

TS25:3 Divide the class into cooperative learning groups and assign each group a situation from Teaching Aid 121, Situations About Death. Have each group role play their assigned situation in front of the class and follow up by leading a class discussion on how each situation was handled. KEY QUESTIONS: What are the signs of death? How did the persons in the role play situations feel? How did the observers feel? Why do persons involved in services for the elderly need to discuss these situations and these feelings?

TS25:4 Ask each student to select a partner and brainstorm for ideas that will enable the caregiver to provide sensitive, supportive care for a terminally ill individual. Compare students' lists with the guidelines given under the heading *Caring for the Terminally Ill* in Chapter 25 of the Reference Book. Ask each student to write a one-page paper on the topic of caring for the terminally Ill. Student volunteers may share their papers with the class.[B][C]

ASSISTANCE FOR THE TERMINALLY ILL

TS25:5 Invite a nurse from a long-term care facility to speak to the class about caring for a terminally ill person. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How can caregivers help elderly persons who are terminally ill maintain their self-esteem? Why should a caregiver avoid being overly protective? How can the terminally ill person be supported emotionally? Have each student develop a list based on the information given that would be helpful for a caregiver of a terminally ill person. Student volunteers may share their lists with the class.[C]

TS25:6 Obtain copies of the booklet *About Hospice* from the National Hospice Organization (see reference list item K for further information). Ask each student to read the booklet and lead a class discussion about the purpose of hospice care and the type of needs that may be met by hospice. KEY QUESTIONS: Where might a person receive hospice services? How is the family involved in hospice care? CRITICAL QUESTIONS: How does hospice care differ from other types of care available in the community? Is hospice the best answer for all persons with a terminal illness? Why?[C]

TS25:7 Invite a hospice representative to visit the class and explain the program available in the community and ways that it aids families. Contact the nearest hospital for information on local hospice services or the National Hospice Organization (see reference list item K for further information) if a speaker is not available. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What type of commitment is asked of persons who want to participate in the hospice program? What are the advantages of participating in the hospice program? How do hospice services help families of the terminally ill? Have there ever been individuals who have wanted to stop participation in the hospice program after having already committed? What can be done in those cases? What type of training is a hospice worker required to take? Ask each student to write a two-page paper describing the type of person who would benefit from hospice services and the type of person who would not. Allow students to share their papers with the class.[B]

TS25:8 Invite a representative from a funeral home to speak to the class regarding the services they provide. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What are some of the costs involved in arranging for funeral services? How do most people feel about pre-planning funerals? What are some of the laws that regulate and protect families from fraudulent practices in the funeral and mortuary service industry? Lead a class discussion about pre-planning funerals. KEY QUESTION: What are the advantages and disadvantages of pre-planning a funeral?

TS25:9 Duplicate and distribute Teaching Aid 122, Help For the Terminally Ill. Lead a class discussion about how each supportive person or group mentioned can be of benefit to the terminally ill. Have each student categorize the helping persons or groups mentioned on the Teaching Aid as *emotional* supporters, *physical* supporters, and *spiritual* supporters. Allow students to share their answers with the class and lead a class discussion about how and when each supportive person or group mentioned can be of benefit to the terminally ill. KEY QUESTIONS: Which group or persons listed can provide the best support during the final days of the terminally ill person? Which groups or persons can provide the best support during the early stages of the illness of the terminally ill person? How can family members and friends best support the terminally ill person?

EMOTIONAL NEEDS OF THE TERMINALLY ILL

TS25:10 Ask each student to list on a piece of paper some needs that a terminally ill person may have. Have a student volunteer write students' suggested needs on the chalkboard or overhead projector. Lead a class discussion about the needs of a terminally ill person. KEY QUESTION: How do the needs of a terminally ill elderly person compare with those of a healthy elderly person?

TS25:11 Prepare cards in advance that each list one emotional need of the terminally ill. Have each student select a card and explain why this is a need and ways that the need may be met by a caregiver. Have student volunteers write their answers on the chalkboard or overhead projector and allow class members to suggest additions to the list.[C]

COMMUNICATING WITH THE TERMINALLY ILL

TS25:12 Have each student select a statement from Teaching Aid 123, Communicating With the Terminally Ill, and prepare an appropriate response for a caregiver to make. Evaluate each response according to the guidelines listed under the heading *Communicating With the Terminally Ill* in Chapter 25 of the Reference Book. Lead a class discussion about student's suggested responses and allow class members to brainstorm for other appropriate responses. KEY QUESTIONS: Which of the statements might also be encountered by the caregiver of an elderly person not terminally ill? How would appropriate responses be similar or different? CRITICAL QUESTIONS: Is offering false hope or reassurance to the terminally ill recommended? Why? Do friends and relatives offer false hope often and reassurance to a terminally ill person? Why? Should you discuss death with a terminally ill person? Why? Why is it important to be honest about their illness?

TS25:13 Duplicate and distribute Teaching Aid 124, What Can I Do To Help? Using the Teaching Aid as a reference tool, have students modify the information on the Teaching Aid to reflect specific needs that a terminally ill elderly person would appreciate help with. Have student volunteers share their Teaching Aid version with the class. Lead a discussion about the small things that caregivers can do for elderly persons who are terminally ill. KEY QUESTIONS: Of the suggestions listed, which ones take very little effort on the part of the caregiver? Why do little things seem to mean so much for a terminally ill person? Which of these suggestions reflect the basic human need for love and care? CRITICAL QUESTION: Why are needs of the terminally ill different for different ages?

FAMILY NEEDS

TS25:14 Lead a class discussion about the importance of family support during a terminal illness. Also talk about the need for openness and honest discussion among family members. Allow student volunteers to share personal experiences. CRITICAL QUESTIONS: In what situations will the needs of the family be greater than the needs of the terminally ill person? How can the needs of the family be met?

STAGES OF GRIEF OF THE TERMINALLY ILL

TS25:15 Duplicate and distribute copies of Teaching Aid 125, Stages of Grief Experienced by a Terminally Ill Person. Have students work individually or in small cooperative learning groups to complete the purpose and characteristics of each stage. Compare students' ideas with the chart in the Reference Book and revise group answers as needed to complete the chart correctly. CRITICAL QUESTIONS: Does a person who is grieving follow these stages in order? Does everybody go through all five stages? Why? Why is grieving important?

THE GRIEF PROCESS FOR FAMILY AND FRIENDS

TS25:16 Divide the class into cooperative learning groups and assign each group one of the case studies in Teaching Aid 126, The Grief Process. Ask each group to discuss the case study and try to determine which stage of the grief process is represented by the situation. Allow each group to present their case study and conclusion to the class. Lead a class discussion about students' conclusions. KEY QUESTION: What were the key words from the case studies that determined the present stage of grief?

TS25:17 Distribute copies of Teaching Aid 127, Myths About Bereavement, and have each student apply the myths to the case studies in Teaching Aid 126, The Grief Process. Lead a class discussion dispelling these myths. KEY QUESTIONS: Is bereavement a long or short process? Why? What can happen to persons who do not share their grief with others? Is "keeping it all in" a sign of strength? Is grief different for different people? Why?

TS25:18 Have each student write a two-page paper about how they think they would feel if, while caring for an elderly couple, one of the clients was diagnosed as terminally ill and then died. Ask each student to consider the situation from the perspective of a surviving spouse. Consider aspects, such as disposition of possessions, funeral arrangements, living arrangements, meal preparation, insurance, and other items that will need the surviving person's attention after the loss of a spouse. CRITICAL QUESTIONS: Do they think they would feel differently if the death were sudden or following a lengthy illness? Does suicide affect them differently than death by natural causes? How do they feel about an elderly person who commits suicide?[B]

STAGES OF GRIEF OF FAMILY AND FRIENDS OF THE TERMINALLY ILL

TS25:19 Have each student define the following terms: *bereavement, grief*, and *mourning*. Lead a class discussion about the differences of the three terms. KEY QUESTIONS: When can bereavement occur? What is the difference between bereavement and grief? CRITICAL QUESTIONS: What kind of behaviors can be observed during mourning? What kind of behaviors indicate that a person is experiencing grief?

TS25:20 Invite a lawyer to speak to the class regarding the legal definition of death and the caregiver's legal responsibility concerning a terminally ill person. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How can caregivers help a terminally ill person get necessary legal papers in order? What are the costs of legal services a terminally ill person might use? Which legal matters should be of greatest concern to the terminally ill?

TS25:21 Duplicate and distribute Teaching Aid 128 (a, b), Steps For Helping a Person Through Grief. Divide the class into cooperative learning groups. Have each group select at least two of the steps listed on the Teaching Aid and develop a skit that illustrates the use of the steps within the role play. Have each group present their skit and ask remaining students to determine which of the steps were illustrated.

TS25:22 Invite a minister or a priest to discuss death with the class. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How can family members be best supported through the experience of the death of a loved one? How can a supporting person respond to the guilt that some family members experience following the death of a family member? What churches, hospitals, or other support services are available for persons who have had losses? Have each student determine if such groups exist in the community and share results with the class.

TS25:23 Ask each student to interview two persons of different cultures and religions regarding customary methods of grieving. Guide students in preparing questions prior to the interviews. Questions should include the following: What type of gatherings do family and friends have following the death of a loved one? In what order do things customarily occur? Are there standards of behavior? What behavior is not acceptable? What type of help should the immediate family expect from others? Is there a traditional amount of mourning time, such as in dress, participation in social events, or remarriage? What are traditional and nontraditional ways of handling burials? What religious services occur prior to the burial? after the burial? Are cremations acceptable? Allow student volunteers to share the information from their interviews with the class. Have each student write a two-page paper on the topic of the similarities and differences of grieving among different cultures and religions.[B][C]

26

Body Mechanics and Positioning

ESSENTIAL ELEMENT

- Demonstrate housekeeping and maintenance skills associated with the care of the elderly.(n5A)

OBJECTIVES TO ACHIEVE

- Describe the basic rules of body mechanics the caregiver should follow when working with the elderly.
- Explain the goals that are achieved by using good body mechanics.
- Identify the correct procedures for repositioning an elderly person.

BODY MECHANICS

TS26:1 Have each student write definitions for the terms *body mechanics* and *body positioning*. Compare students' definitions and write an accurate definition for each term on the chalkboard or overhead projector. Lead a class discussion about the purpose of each. KEY QUESTIONS: Can good body mechanics reduce fatigue? How? Why is good body positioning considered important for the safety of the caregiver?[B]

Principles of Body Mechanics

TS26:2 Duplicate and distribute copies of Teaching Aid 129, Pretest on Principles of Body Mechanics and Positioning. When the pretest is completed and corrected, have each student restate the false statements making them true.

Basic Rules of Body Mechanics

TS26:3 Ask each student to find two examples of a person in a magazine who is using good body mechanics. Have each student present examples and point out the body mechanic rules that apply. Lead a class discussion on the examples presented by each student. CRITICAL QUESTIONS: Are examples hard to find? Why? How can

* TS 26:1 indicates teaching strategy, chapter 26, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

caregivers learn good body mechanics? For which tasks can the elderly find the use of proper body mechanics helpful?

TS26:4 Duplicate and distribute Teaching Aid 130 (a,b), Body Mechanics, and ask each student to write a paragraph on why it is important for caregivers to practice good body mechanics. Allow student volunteers to read their papers aloud and lead a class discussion about the benefits of using good body mechanics. KEY QUESTIONS: What potential health risks are reduced as a result of proper walking habits? What is the body's base of support? How can better balance be achieved? Does body alignment affect circulation? How?[B][C]

Methods of Body Mechanics

TS26:5 Divide the class into cooperative learning groups to develop a score card for evaluating the use of good rules and methods of body mechanics. Ask students to use their group's score card to evaluate a friend or family member. Have each cooperative group compile the evaluation results. Ask elected group leaders to write their group's score card with compiled results on the chalkboard or overhead projector. Lead a class discussion comparing the different score cards and evaluation results. KEY QUESTIONS: Which rule of body mechanics is most commonly broken? Which rule of body mechanics is most easily followed? Which of the score cards covered body mechanics most thoroughly?

TS26:6 Have each student demonstrate and explain correct procedures for lifting an object from the floor, moving a heavy object, and performing a task near the floor. Refer students to the information listed under the heading *Methods of Body Mechanics* in Chapter 26 of the Reference Book. Ask students to observe each other and evaluate use of good body mechanics using one of the score cards developed in the previous activity.

Goals Achieved By Following Good Body Mechanics

TS26:7 Prepare cards in advance that each list one of the goals achieved as a result of good body mechanics. Have each student select a card and explain how using good body mechanics accomplishes that goal. Lead a class discussion on the reasons that these goals are important. KEY QUESTIONS: What can saving time mean for a caregiver? Will a fatigued caregiver be more prone to accident related injuries than a caregiver who is not experiencing fatigue? What kind of fatigue-related accidents can occur while caring for an elderly person? Why is a fatigued caregiver more likely to over or under medicate the person being cared for? CRITICAL QUESTION: How can increasing job satisfaction and enjoyment for the caregiver be of benefit to persons being cared for?

TS26:8 Have students work individually or in small cooperative learning groups to make a visual display encouraging caregivers to use good body mechanics to achieve one of the three goals listed under the heading *Goals Achieved By Good Body Mechanics* in Chapter 26 of the Reference Book. Display students' work in the classroom or class display case.

TS6:9 List tasks on the chalkboard or overhead projector that a companion to an elderly person might perform, such as going for a walk, going on a shopping trip, preparing a light meal, or another helpful activity. Lead students to brainstorm for ways that these ordinary tasks can be adjusted to accomplish the goals achieved by using good body mechanics. (Answers can include the following: reducing the chance of fatigue by planning the length of the walk or shopping trip considering the physical limitations of the client, saving time by planning the route of a shopping trip to avoid back-tracking, or having necessary ingredients on hand to prepare the meal.) Ask each student to think of specific tasks not discussed in class and write a one-page paper describing that task. Papers should include information on how to adjust the task in order to meet the goals of good body mechanics.[B]

BODY POSITIONING

TS26:10 View Teaching Aid 131 (a, b), Transferring Elderly Persons. Lead a class discussion on the points shown and their importance for caregivers. KEY QUESTIONS: How should the caregiver stand when attempting to move a person? Where should the caregiver's arms be placed when helping someone to sit from a lying position? Where should the caregiver's arms be placed when helping someone to stand?

Principles of Body Positioning

TS26:11 Lead a class discussion about the principles of body positioning. KEY QUESTIONS: Why is frequent repositioning of a bedridden person important? Why should elderly persons be encouraged to help themselves as much as is physically possible? What can caregivers do to prevent back injury when repositioning a bedridden person? Which muscles should be substituted for back muscles to prevent injury to the back?

Procedures For Body Positioning

TS26:12 Duplicate, distribute, and read with class members the step-by-step instructions listed in Teaching Aid 131 (a, b), Transferring Elderly Persons. Allow students to practice with partners the correct procedures for helping a bedridden person to sit up, moving someone to the near side of a bed, and transferring a person. Have students call out the steps as they are performed. Ask each student to evaluate the use of good body mechanics using the score card developed earlier.

TS26:13 Invite the school nurse or a physical therapist to demonstrate to the class the correct methods of repositioning and transferring an elderly person using good body mechanics. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Is great strength required to reposition or transfer an elderly person? Why? When is it necessary to reposition an elderly person? When is it necessary to have more than one person for repositioning or transferring an elderly person? Allow students to practice correct procedures with a partner as the nurse or physical therapist supervises and offers helpful suggestions.[C]

27

Planning and Managing Household Tasks

ESSENTIAL ELEMENT

- Demonstrate housekeeping and maintenance skills associated with the elderly.(n5A)

OBJECTIVES TO ACHIEVE

- Identify ways to organize work in order to save time and energy.
- Explain the importance of storing and organizing supplies according to work area.
- List advantages of scheduling one's household work.
- Identify household tasks that are performed daily, weekly, and occasionally.

PLANNING AND MANAGING HOUSEKEEPING

TS27:1 Divide the class into five cooperative learning groups. Assign a different quote to each group from Teaching Aid 132, Quotable Sayings, and have each group to discuss how their assigned quote relates to planning and managing household tasks. Have elected group leaders share their group's ideas with the class. Lead students to brainstorm for other quotes that can be applied to planning and managing household tasks and have each student select a quote and write a paragraph about how that quote relates to planning and managing household tasks.[B][C]

TS27:2 Duplicate and distribute copies of Teaching Aid 133, Looking at my Household. Have each student complete all of the statements and lead a class discussion about the individual answers. CRITICAL QUESTIONS: How do their answers relate to their roles as caregivers? Does how they keep the space they are responsible for at home influence how they might keep someone else's home?

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* TS 27:1 indicates teaching strategy, chapter 27, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

ORGANIZATION

TS27:3 Ask each student to write a paper describing an organized person. Allow student volunteers to share their papers in class. CRITICAL QUESTIONS: How does a person become organized? Who decides how much organization is enough? What would be the effects of being overly organized? Why would someone want to be organized? Are there disadvantages to being organized? Do other people like organized people?[B]

TS27:4 Define the word *sequencing*. Using the example of washing windows, write each of the following seven steps of a possible sequence on 8 1/2 X 11 cardstock; gather supplies, take down curtains or blinds, vacuum or dust frames and sills, wash inside using up and down strokes, wash outside using side-to-side strokes, polish with newspaper, and then put up supplies. Give one card to each of seven students and ask them to arrange themselves in the best sequence. (Students may be given more than one card if there are fewer then seven students.) Lead a class discussion on why they chose that arrangement. Ask other students for other possible arrangements and discuss influences on the arrangement. Divide the class into cooperative learning groups and ask each group to repeat the activity using other tasks, such as cleaning the bathroom, washing the dishes, and straightening the house. Have each group write the steps of the task involved and arrange each step in order. Allow each group to present their results to the class. KEY QUESTIONS: What were the reasons behind choosing this particular order to complete the task? Can any steps be added to more efficiently complete the task? Are all steps necessary? Why? Can steps be reorganized? What reasons would someone have to reorganizing the order of performing a task?

TS27:5 Arrange a learning tour to a store that specializes in storage options and devices. If the learning tour is not possible provide students with catalogs or illustrated examples of types of storage. Have each student look for examples of storage options appropriate for different areas in the home. Ask students to include gadgets or devices, such as turntables, hooks, and shoe racks. Lead a class discussion on the different options available for solving storage problems. KEY QUESTIONS: Is more room usually a solution for storage problems? What kind of gadgets or devices are available to help with storage needs? CRITICAL QUESTION: How can some simple devices be made at home?

TS27:6 Lead a class discussion on reasons why storage can be a problem for an elderly person, such as years of accumulating possessions, difficulty in discarding memories, smaller living spaces, inability to reach high or low spaces, forgetting where things are, and other contributing factors. CRITICAL QUESTION: How can a caregiver help with these problems?

USING YOUR BODY TO HELP YOU WORK

TS27:7 Order the videotape *Back Safety* from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). After viewing the videotape ask each student to complete Teaching Aid 134, Reviewing Back Safety.

Have students share their answers with the class and lead a discussion about the importance of learning how to prevent back injuries. KEY QUESTIONS: What responsibilities may a caregiver have that will require heavy lifting? What if the elderly person falls down? How will the caregiver help the elderly person without causing personal injury?

SCHEDULING HOUSEHOLD WORK

TS27:8 Write the word *schedule* on the chalkboard or overhead projector and ask students to suggest definitions for the word. Write the correct definition beneath the word and lead students to brainstorm for advantages and disadvantages of schedules. CRITICAL QUESTIONS: Should schedules allow for flexibility? Why? Why is it necessary to consider a person's outside responsibilities prior to assigning tasks? Are there more disadvantages or advantages to having a schedule? What are the advantages of having a *class* schedule? What about a work schedule?[B]

TS27:9 Duplicate and distribute copies of Teaching Aid 135, Dear Household Helper. Ask each student to advise all three persons concerning their individual problems. Have student volunteers share the advice they gave to Tracy, Kelli, and Amy and allow remaining students to offer additional suggestions to the problems. Ask students to vote on what they felt was the best advice offered considering each situation.

TS27:10 Lead a class discussion about how a household work schedule is determined. CRITICAL QUESTIONS: Who decides what work will be done daily, weekly, occasionally? What effect do standards have on work schedules?

TS27:11 Have each student plan a likely schedule of household tasks for a private duty elder caregiver. Identify the tasks to be done and how often they should be done. Display the information in a chart or table. Factors to be taken into consideration include: daily schedules of elderly clients, physical disabilities of elderly clients (could affect the type of tasks that are scheduled), hours allowed per day to complete tasks, tasks needing to be scheduled only weekly, bi-weekly, or monthly, and the amount or degree of care requested by the elderly client. Allow student volunteers to present their caregiving household schedules to the class and explain the reasons behind their decisions. Lead a class discussion about customizing household task schedules according to the schedules and needs of elderly clients. CRITICAL QUESTIONS: How can activities and daily living patterns of elderly clients influence when certain household tasks should be scheduled? What are some factors (associated with elderly clients) that contribute to the need for private duty caregivers to incorporate flexibility in their scheduling?[C]

TS27:12 Invite a representative from a commercial housekeeping service to speak to the class about scheduling daily and weekly household tasks. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: How often should a task be performed? Does the family size of a household affect how often a task should be performed? Which household tasks may be scheduled differently for different family sizes? Which tasks require the greatest amount of physical exertion? the least amount? Should a person's skills be considered when assigning tasks? Why? Why are certain tasks usually performed by the same person? Ask each student to write a one-page paper on the topic of special considerations in creating a household task schedule. Refer students to the information obtained from the speaker.[B][C]

TS27:13 Interview elderly neighbors or relatives concerning their ideas about scheduling household work. Guide students in preparing questions prior to the interviews. Questions should include the following: Which household tasks do you feel should be completed daily? weekly? monthly? yearly? Have each student make a chart showing household tasks and how often those interviewed felt the tasks should be performed (not necessarily how often they are performed). Place a check beside any task the person might need assistance with. Class members or FHA/HERO members may choose to help meet these needs as a project.

28

Energy

ESSENTIAL ELEMENTS

- Provide a safe and healthy environment for the elderly.(n4C)
- Demonstrate housekeeping and maintenance skills associated with the care of the elderly.(n5A)

OBJECTIVES TO ACHIEVE

- Identify ways to conserve energy resources.
- Give examples of ways to dress for comfort in cold and warm temperatures.

CONSERVING UTILITIES

TS28:1 Write or project on the chalkboard or overhead projector the major utilities in a home (electricity, gas, water, and telephone). Divide the class into cooperative learning groups and assign each group one of the utilities. Ask each group to brainstorm for ideas on conserving utility expenses in that area. Have elected group leaders share their group's list with the class and allow class members to suggest any additional ideas.

Electricity and Gas

TS28:2 Have each student select one of the following items for a project: draft stopper, comforter, snuggler (lightweight bag used to keep warm), quilt, drapery liners, or insulated shades. Ask each student to describe how the item helps in saving energy and how it can be used by an elderly person. Students can select one or more of the items listed and construct it on an assembly line basis. The finished products can be sold for fund raisers or donated to elderly persons in the community or at a long-term care facility. See Teaching Aid 136, Draft Stopper, for sample instructions. Allow students to present their finished products and explain how it can save energy.

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* TS 28:1 indicates teaching strategy, chapter 28, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Water

TS28:3 View Teaching Aid 137, Conserving Water. Lead a class discussion about the four basic ways to conserve water and discuss the illustrated examples given. Allow students to brainstorm for additional examples of economizing, leak repairing, installing water-saving devices, and reusing water. Write students' answers on the chalkboard or overhead projector. Have each student create a visual aid that illustrates and explains one of the examples of conserving water. (Refer to Teaching Aid for illustration examples.) Display in the classroom or class display case. KEY QUESTIONS: What are the four basic ways to conserve water? What is a water-saving device? What is meant by economizing to conserve water?

Telephone

TS28:4 Compile the names of different telephone services available in your area. Divide the class into cooperative learning groups and assign each group one of the telephone services. (If only one service is available assign each group the same service.) Have each group gather the following information about the assigned telephone service: connection charges, cost for additional extension lines, basic monthly rates, cheapest rate times, most expensive rate times, special long distance deals, billing and payment schedules, station-to-station charges, person-to-person charges, and types and costs of special services, such as conference calling and hearing impairment aids. Have elected group leaders share their group's information with the class. Lead a class discussion to determine which telephone service would best serve the needs of Martha — a low income elderly person living alone in a large house. KEY QUESTIONS: Which company will best serve Martha's needs? Why? Should Martha consider getting an extension line? Why? What type of extra services may Martha want to take advantage of? Why? During what times should Martha use the telephone for long distance calls? When might Martha want to make a conference call? What would Martha's initial cost be for the installation of one telephone, no special services added, and if she did not make any long distance calls? What would her average monthly cost be following initial installation?

COST OF OPERATING APPLIANCES

TS28:5 Duplicate and distribute Teaching Aid 138 (a, b), Appliances in Action. Have each student complete the assignment described on the Teaching Aid. Ask student volunteers to share their conclusions with the class. Lead a class discussion about the results. KEY QUESTIONS: What are some typical appliances used frequently by elderly persons living alone? What are some typical appliances used frequently by families? What are the reason for differences and similarities of appliance usage of these two households? Which household makes use of appliances most frequently? CRITICAL QUESTION: What can each household do to alter appliance usage that would result in increased energy efficiency?

TS28:6 Invite a representative from the utility company to speak to the class about energy efficient appliances. As a pre-test before the speaker arrives duplicate and distribute copies of Teaching Aid 138, Appliances in Action, and ask each student to place an X by the appliances thought to be energy efficient. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What determines whether an appliance is energy efficient or energy inefficient? Have standards of definitions changed over the years? How can you tell by looking at the specifications of a product whether it is energy efficient or not? Ask students to re-evaluate their checklists of appliances according to the information obtained by the speaker. Allow students to share with the class the appliances that they thought were energy efficient that were really energy inefficient. Lead a class discussion about the elderly and their use of energy efficient appliances. KEY QUESTIONS: When is it energy efficient to use a small appliance? What is the advantage of small appliances for the elderly?

TS28:7 Duplicate and distribute Teaching Aid 139 (a, b), KWH Usage of Household Appliances. Compare the average wattage of a small appliance with the average wattage of a larger appliance. For example, compare the energy needed to prepare a frozen dinner in a microwave oven versus a regular oven or preparing toast in a toaster oven versus a regular broiler. Ask each student to complete the third column (annual estimated cost) by applying the formula provided at the bottom of 139b. To determine the estimated annual energy cost for an appliance, multiply the average watts by the hours used and divide by 1,000 (equals kilowatt hours), then multiply by the current cost per kilowatt hour (approximately $ .07). Allow students to share answers with the class. KEY QUESTIONS: Does a black and white television require more or less energy to use than a color television? Which requires the most energy to use—a range with an oven or a range with a self-cleaning oven? Which would be most economical to use for grilling a sandwich—an electric skillet or a sandwich grill?[B]

MAINTENANCE OF ENERGY USING EQUIPMENT

TS28:8 Ask students to locate the heating/air conditioning units at their homes or training site. With the assistance of a parent or employer each student can check the condition of the filter and learn how to replace or clean the filter when necessary. Have each student write down detailed step-by-step illustrated instructions on how to change a heating/air conditioning filter. Allow students to compare the different instructions for different makes and models of heating/air conditioning units. Display illustrated instructions in the classroom or class display case.

TS28:9 Use the home economics laboratory to demonstrate how to clean the lint trap in a clothes dryer. (If a dryer is not available for demonstration, obtain illustrations of dryers to show where lint traps are located and bring a sample lint trap from a dryer to show where lint collects and how to clean the trap.) Lead a class discussion about how dirt and lint can cause dryers to use more energy. KEY QUESTIONS: How does warm air circulate in a clothes dryer? What does a lint trap have to do with air circulation in a clothes dryer? Can cleaning the lint trap of a clothes dryer contribute to its energy efficiency? How often should lint traps be cleaned? Where on clothes dryers are lint traps most commonly located?

TS28:10 Write the sentence "Improving the Energy Efficiency of Your Refrigerator/Freezer" on the chalkboard or overhead projector. Lead students to brainstorm for ideas and write their suggestions underneath the sentence. Suggestions should include the following: clean and defrost regularly, do not overfill, avoid lining shelves, avoid adding large amounts of warm food all at once, and make as few trips to the refrigerator as possible. KEY QUESTION: How can thermometers serve as helpful tools in maintaining and assessing the energy efficiency of a refrigerator/freezer?

TS28:11 Invite the school custodian or a parent who is handy with home repairs to demonstrate how to change a washer in a faucet. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What signs should be observed before deciding to change a faucet washer? What materials are needed? Ask each student to check faucets at home for leaks that they may be able to repair with the supervision of an adult.

DRESS FOR THE THERMOSTAT

TS28:12 Duplicate and distribute copies of Teaching Aid 140 (a, b), Cold Stress and Heat Stress. Divide the class into two teams. Ask each team to read the material and develop questions for the opposing team to answer in a game situation. If time allows students can develop the game based on a TV game show. If not, a simple tic-tac-toe format can be used with team members placing a symbol on the game board for each question that is answered correctly.

TS28:13 Show a large color wheel to the class. Lead a class discussion on warm and cool colors and how color affects feelings of warmth or coolness. KEY QUESTIONS: What colors are most frequently used in cold weather clothing? warm weather clothing?

Tips For Dressing For Comfort in Cooler Indoor Temperatures

TS28:14 View Teaching Aid 141, Cold Season Clothing Changes, and lead a class discussion on wearing appropriate clothing for cooler inside temperatures. KEY QUESTIONS: How can a caregiver assist the elderly to implement these energy saving suggestions? Which ones are most likely to be readily accepted? least accepted? Why?[C]

Tips For Dressing For Comfort in Warmer Indoor Temperatures

TS28:15 View Teaching Aid 142, Dressing Comfortably in Warmer Indoor Temperatures. Ask each student to find examples in catalogs or magazines that illustrate each of the main points on the Teaching Aid. KEY QUESTIONS: Are some examples easier to find than others? Why? What influences availability or choices in clothing? What are some examples of warm indoor footwear?

Utility Bills

TS29:16 Make a transparency of three consecutive months worth of sample utility bills. View the transparency and demonstrate to students how to interpret the information on the utility bills. KEY QUESTIONS: Has energy use decreased or increased over the last few months? Were the bills paid on time? How can you tell? Who can you contact if you have a question about this particular utility bill? Of what use is this information for caregivers of elderly persons?

29

Bed Making

ESSENTIAL ELEMENT

- Demonstrate housekeeping and maintenance skills associated with the care of the elderly.(n5A)

OBJECTIVES TO ACHIEVE

- Demonstrate the procedures for making an occupied and unoccupied bed.
- Give examples of what caregivers can do to help prevent bedsores.
- Explain the purposes of a bed cradle.

MAKING THE UNOCCUPIED BED

TS29:1 Bring to class a small portable bed with bedding supplies to allow students to demonstrate bedmaking techniques. Have pairs of students observe each other making an unoccupied bed as they would do at home prior to being instructed in the correct techniques. Have each student who is observing time the procedure, count the number of steps taken, and be alert for wasted motions. Have each student share observation results with the class. Lead a discussion comparing students' shared observations. KEY QUESTIONS: What was the average amount of time it took to complete the task? What was the average number of steps it took to complete the task? Did students making the bed feel awkward? uncomfortable? Can the procedure be simplified? How?[C]

Supplies Needed For Making The Unoccupied Bed

TS29:2 View Part I (The Unoccupied Bed) shown on Teaching Aid 143, Supplies Needed For Bed Making. Lead a class discussion about the purposes of each supply item listed on the Teaching Aid. KEY QUESTIONS: What is the purpose of a mattress pad? What determines how many blankets to use?

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* TS 29:1 indicates teaching strategy, chapter 29, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Procedures For Making The Unoccupied Bed

TS29:3 Duplicate and distribute Teaching Aid 144, Procedures for Making The Unoccupied Bed. Have each student complete the activity and go over the correct answers in class. Allow students to correct their own paper. KEY QUESTIONS: Why should sheets and blankets have a three inch pleat at the foot of the bed? What does the instructional phrase "miter corner" mean?

TS29:4 Bring to class a small portable bed with bedding supplies and demonstrate the correct procedures for making the unoccupied bed. Have pairs of students observe each other making the unoccupied bed, time each other's procedure, count the number of steps taken, and share their results with the class. Lead a class discussion comparing this activity's results with the results from the first activity (TS29:1). KEY QUESTIONS: How was making the bed without knowledge of correct procedures the first time different from making the bed with knowledge of correct procedures the second time? Did students feel differently the second time? What was the average amount of time it took to complete the task? How did this time compare with the time recorded in the first activity (TS29:1)?

MAKING THE OCCUPIED BED

TS29:5 Lead students to brainstorm for ways to help bedridden elderly persons feel comfortable and at ease while caregivers are in the process of making their beds. Write students' answers on the chalkboard or overhead projector and lead a class discussion about students' suggestions. CRITICAL QUESTIONS: How can caregivers communicate respect for the privacy of the elderly person who's bed is being made? How can telling the elderly person what will be done ahead of time, help make that person feel more at ease?[C]

Supplies Needed For Making The Occupied Bed

TS29:6 View Part II (The Occupied Bed) shown on Teaching Aid 143, Supplies Needed For Bed Making. Lead a class discussion about the purposes of each supply listed on the Teaching Aid. KEY QUESTIONS: Why are two pillowcases recommended? Why are less supplies needed for making an occupied bed?

TS29:7 Invite a certified nurse from a long term care facility to speak to the class about proper sanitary procedures in bed changing practices. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What sanitary precautions should be taken when removing soiled linens from an occupied bed? What is the proper procedure for disposing of soiled linens? In what cases should linens be disposed of permanently? Can elderly persons develop skin problems as a result of contact with soiled linens? What is the best way of handling that situation? Are other bedding materials such as absorbent pads used frequently? What other bedding materials are available and what are they used for? What can be used to prevent the development of odors? Have each student write a one-page paper discussing additional considerations for caregivers about bed-making.[B][C]

Procedures For Making The Occupied Bed

TS29:8 Prepare index cards in advance. Write on colored index cards the twelve steps listed in Teaching Aid 144, Procedures For Making The Unoccupied Bed; write on a different color of index card the fifteen steps from Teaching Aid 145 (a, b), Procedures For Making The Occupied Bed. Pass the cards out to students out of order and ask them to arrange themselves in the correct sequence. Lead a class discussion on the correct steps of making a bed. KEY QUESTIONS: Why is a set sequence better than not following the steps in order? Can some steps be omitted?

BEDSORES OR PRESSURE SORES (DECUBITUS ULCERS)

TS29:9 Duplicate and distribute copies of Teaching Aid 31, Identifying Trouble Signs, from Chapter 5. Ask each student to identify on the drawing the areas of the body that are most susceptible to pressure sores (heels, ankles, back of the head, hip joints, sacrum, and the shoulders). Lead a class discussion about why these areas are the most likely to develop pressure sores. KEY QUESTIONS: Do all elderly persons develop pressure sores? Why? What conditions cause pressure sores to develop? Does weight affect the development of pressure sores? How? What signs indicate that a pressure sore might be developing?[C]

TS29:10 Arrange with a medical supply store or pharmacy to borrow some special equipment that can be used to reduce the likelihood of bedsores, such as air cushions, rubber cushions, pillows, pads, air mattress, and flotation pads. Demonstrate to students how the aids will be used and any care necessary for the aids. If possible, allow students to try the products. Ask students to note the reduction of pressure on body parts most susceptible to developing bedsores. Lead a class discussion evaluating the different products. KEY QUESTIONS: Which product alleviated pressure most effectively? Which product alleviated pressure least effectively? Which products are adaptable to specific needs? Which products can be adapted by hand cutting into specific sizes? Which products can be leased or rented? What are the differences in pricing?

TS29:11 Prepare cards in advance which show a factor that might prevent the development of bedsores, such as good nutrition, good grooming, proper bedmaking, frequent changing of position, use of powder on skin creases, use of special equipment, or other preventive measures. Ask each student to select a card and in turn read the factor shown on the card to the class and state how it might prevent the development of bedsores. Write the preventive factor with students' explanations on the chalkboard or overhead projector and lead a class discussion about the significance of these preventive measures. KEY QUESTIONS: Why is it important to prevent bedsores? What are the first signs of bedsores? What steps can be taken upon discovering the development of bedsores? CRITICAL QUESTION: What factor is the most important for the caregiver to practice in order to prevent bedsores?[C]

BED CRADLE

TS29:12 Show students a bed cradle, either one on loan from an elder-care facility or one made according to directions under the heading *Bed Cradle* in Chapter 29 of the Reference Book. Lead a class discussion about the purpose of a bed cradle. KEY QUESTIONS: When is a bed cradle used in caring for an elderly person? When is a bed cradle used regardless of the age of the person?

TS29:13 Ask each student to demonstrate the correct placement of a bed cradle for a variety of purposes, including a burn on the hand, a fractured arm, a burn on the abdomen, a pressure sore on the ankle, and other possible physical problems. The demonstration should include placement of a light blanket to prevent chills. Ask each student to write a one-page paper on the topic of making bed cradles and their different uses.[B][C]

30

Bathing

ESSENTIAL ELEMENT

- Describe personal hygiene and grooming needs of the elderly.(n3F)

OBJECTIVES TO ACHIEVE

- Describe the benefits of a bath.
- Describe the types of baths.
- Identify reasons that the elderly may need bathing assistance.
- Give examples of ways that the caregiver can assist the elderly in bathing needs.
- Identify procedure for assisting elderly with bedpan use.

BATHING NEEDS

TS30:1 Ask each student to interview family members (grandparents, parents, and siblings) concerning the purposes of bathing. Guide students in preparing questions prior to the interviews. Questions should include the following: What do you think is the most important reason for bathing? What other reasons would you add? Ask for a student volunteer to write the answers from students' interviews on the chalkboard or overhead projector. Compare the class list with the purposes given in the introduction and under the heading *Bathing* in Chapter 30 of the Reference Book. KEY QUESTIONS: Did the purposes of bathing differ according to the age of the person interviewed? Why might an elderly person lose interest in bathing? CRITICAL QUESTION: What role does bathing play in overall health (mental and physical)?

TS30:2 Lead a class discussion on skin changes that are brought about by aging and the impact those changes may have on bathing frequency of the elderly. KEY QUESTIONS: Why is daily bathing not usually recommended for an elderly person? What daily cleansing should be done in place of bathing? What observations of skin conditions may be made by the caregiver during the bath of an elderly person?[C]

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* TS 30:1 indicates teaching strategy, chapter 30, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS30:3 Allow students to select a partner and role play a caregiver persuading an elderly person who refuses to take a bath that a bath is necessary and will feel refreshing. Students in the role of caregiver should include both physical and psychological benefits of bathing and remember to give primary consideration to the feelings of the elderly person. Have volunteer students present their role play situation to the class and allow other students to evaluate the effectiveness of the caregiver and provide further suggestions if necessary.[C]

TS30:4 Ask each student to interview an elder caregiver either in a private home or elder-care facility concerning reasons why an elderly person might need bathing assistance. Guide students in preparing questions prior to the interview. Questions should include the following: Does an elderly person always need the same amount of help with bathing? What kind of assistance is most often given? What type of special equipment is available for bathing (shower chairs, rails)? Ask each student to write a one-page paper on the topic of bathing assistance and the elderly. Allow students to share their papers with the class. Lead a class discussion on helping the elderly bathe. KEY QUESTIONS: How do you decide if an elderly person requires assistance with bathing? What factors should be taken into consideration when determining the amount of assistance that an elderly person requires?

TS30:5 Lead a class discussion about the types of physical problems elderly people may have that cause them to need assistance with bathing. Refer students to the information in Chapter 5 of the Reference Book, *Physical Needs of the Elderly* for help in recalling the physical changes that occur with aging. KEY QUESTIONS: What amount and type of assistance might an elderly person with stiff joints require? What amount and type of assistance might an elderly person with severely reduced muscle strength require? Does the physical condition of an elderly person determine the type of bath to be taken?

Tub Bath and Showers / Bed Bath / Sitz Bath

TS30:6 Divide the class into four cooperative learning groups (one person might be a group if necessary) and assign each group one of the types of baths: tub bath, shower bath, bed bath, and sitz bath. Ask each group to explain the type of bath and the role of the caregiver in assisting the elderly person with this type of bath. Lead a class discussion summarizing the information provided by each group. KEY QUESTION: How can the caregiver protect the elderly person's need for privacy?[C]

TS30:7 Prepare cards in advance that each lists one of the procedures for a tub or shower bath, bed bath, and sitz bath (one step of the procedure per card). Use a different color of card or ink for each type of bath. Distribute the cards to students out of proper order, and ask them to arrange the procedures for each type of bath in the proper order. Lead a class discussion comparing the correct procedures and steps to follow for each type of bath with students' results. KEY QUESTIONS: Are there any given steps that can be eliminated? What conditions will allow for the elimination of those steps mentioned?

TS30:8 Assemble and display a collection of bath supplies and place on a large table. Divide the class into three cooperative learning groups and assign the first group tub or shower baths, the second group bed baths, and the third group sitz baths. Allow one group at a time to examine the display to determine what supplies they will need for the type of bath that has been assigned to them. Have elected group leaders write the items that were chosen on the chalkboard or overhead projector and share their group's reasons for selecting each item with the class. KEY QUESTION: Which type of bath requires the most equipment?

TS30:9 Invite a health care professional to demonstrate the procedure for giving a bed bath using a mannequin. Ask the professional to explain difficulties that may be encountered when assisting with this type of bath. Guide students in preparing questions in advance. Questions should include the following: Why is there a certain sequence? How warm should the water be and how should the temperature be tested? How should the room be prepared? What can caregivers do to ease elderly persons who are uncomfortable about being bathed by another person? Ask each student to write a one-page paper on the topic of problems and solutions related to bed baths. Allow student volunteers to share their papers with the class.[B][C]

TS30:10 Divide the class into three cooperative learning groups and give each group a set of note cards which show the procedures for each type of bath (cards used in previous activity). Ask students to place a star beside each procedure that might require the assistance of the caregiver. Write the stared procedures on the chalkboard or overhead projector and have elected group leaders share their groups' ideas with the class. Lead a class discussion about each group's choice. KEY QUESTIONS: How can the caregiver help with each procedure chosen? What guidelines are appropriate in deciding with which procedures the elderly person should be assisted?

TS30:11 Arrange with a medical supply store or pharmacy to borrow examples of bathroom safety equipment, such as grab bars or a bath chair. Provide catalogs that picture bathroom safety equipment if these items cannot be borrowed for display. Lead a class discussion on the proper placement of each piece of safety equipment. KEY QUESTION: How can the caregiver assist an elderly person in using the safety equipment talked about?

TS30:12 Duplicate and distribute Teaching Aid 146, Quiz on Bathing Guidelines, and have each student complete the quiz. Write the correct answers on the chalkboard or overhead projector and lead a class discussion comparing students' responses with the correct responses displayed. KEY QUESTIONS: Why is it not recommended for caregivers to lock the door of a bathroom while bathing an elderly person? Why is daily bathing not recommended for the elderly? What can a light film of powder do for a person with redness in creases of the abdomen?

Bedpan Use

TS30:13 Invite the school nurse to explain the procedure for assisting with bedpan use. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What supplies should be assembled by the caregiver prior to assisting an elderly person in using a bedpan or urinal? What type of problems may caregivers encounter when assisting with bedpan use? Display a bedpan and a urinal and allow students to demonstrate procedures with a mannequin if possible.

31

Grooming

ESSENTIAL ELEMENT

- Describe personal hygiene and grooming needs of the elderly.(n3F)

OBJECTIVES TO ACHIEVE

- Describe the benefits of maintaining good personal hygiene.
- Identify reasons that the elderly may need grooming assistance.
- Identify the benefits of daily hair care.
- List the steps of proper nail care.
- Discuss the reasons for good oral hygiene.
- Point out the importance of caring for beards and mustaches properly.
- Give examples of ways that the caregiver can assist the elderly in grooming needs.

BODY HYGIENE

TS31:1 Draw two columns on the chalkboard or overhead projector. Write the words "Positive Self-image" at the top of the first column and "Good Health" at the top of the second column. Divide the class into cooperative learning groups to brainstorm for ways that good hygiene habits help promote positive self-images and good health. Have elected group leaders write their group's conclusions on the chalkboard or overhead projector under the appropriate heading. Lead a class discussion about how good hygiene habits affect self-image and health. KEY QUESTIONS: What does the term hygiene mean? Can good hygiene be considered preventive health? How can aging affect hygiene habits? What health problems can be caused by poor hygiene habits? What embarrassing situations may be caused by poor hygiene habits? How can these situations in turn result in poor self-image?

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* TS 31:1 indicates teaching strategy, chapter 31, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

TS31:2 Have each student list ten evaluating factors that people use when they look at a stranger. Ask students to number the factors from one to ten in order of importance to them (one the most important, and ten the least important). Have students ask a friend, parent, or teacher to think of ten words that describe them. Lead a class discussion about how people form first impressions. KEY QUESTIONS: What evaluating factors are most important to class members? How are students described by others? Do any of the descriptions relate to good grooming habits? CRITICAL QUESTIONS: Which of the evaluating factors listed by students were related to good grooming? How does good grooming influence the words used to describe a person? Which of the evaluating factors listed by students were related to words that parents, friends, or teachers used to describe them? Can the words used to describe students be used to describe an elderly person? To what extent does good grooming influence the opinions of others? What are the advantages of good grooming for all age groups?

TS31:3 Ask each student to complete the statements in Teaching Aid 147, Grooming Thoughts. Have student volunteers share their completed statements with the class. Lead a class discussion on why some persons have different opinions about grooming. CRITICAL QUESTIONS: Are the elderly more particular about grooming than young persons? Why? Is age related to importance of grooming? Does marital status influence attitudes toward grooming? occupation? cultural background?

TS31:4 Ask each student to write a one-page paper explaining how adequate sleep, good posture, good nutrition, good grooming, and self-image are related. Allow students to read their papers aloud in class. Lead a class discussion emphasizing the close relationship of these qualities. KEY QUESTIONS: How can inadequate sleep affect posture? How can grooming affect self-image? How can nutrition affect sleep?[B]

TS31:5 Invite a representative from a home health care firm to speak to the class about special grooming services available for the elderly. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: What kind of hair care services are available? Are pedicures and manicures offered also? What level of training or professionalism must the person providing services have? What other services are available? How are fees determined? How often are these services usually provided? Have each student write a one page paper describing special services available through home health care firms.[B]

TS31:6 Ask students to brainstorm for reasons why an elderly person may need help with grooming needs. Lead a class discussion about recognizing when an elderly person may need help with grooming. CRITICAL QUESTIONS: What physical changes affect grooming needs? Do diminished senses (hearing, seeing, smelling, and touching) affect grooming habits? What psychological changes should the caregiver be aware of that may affect assisting an elderly person?

TS31:7 Provide copies of Teaching Aid 148, Good Grooming Includes.... Have each student complete the four columns on the Teaching Aid after reading the instructions found at the top of the page. Allow students to share the results of the completed Teaching Aid with the class. Lead a class discussion about the results of students' interviews, the frequency of personal grooming habits, and when assistance is or is not needed. KEY QUESTIONS: What grooming practice requires the most assistance? Why? What grooming practice requires the least assistance? Why? How do your personal grooming habits compare to an elderly persons personal grooming habits? What could be some reasons for the differences? CRITICAL QUESTIONS: Whose standards determine the frequency of each activity? What influences frequency? Should caregivers establish a grooming schedule for an elderly person? Why?[C]

TS31:8 Divide the class into cooperative learning groups and assign each group an area of grooming that caregivers might help perform, such as oral hygiene, hair shampooing, hairstyling, nail care, shaving, and beard or mustache trimming. Ask each group to suggest ways that a caregiver may assist an elderly person with the grooming procedure. Have elected group leaders share their group's ideas with the class.[C]

TS31:9 Have each student monitor the newspaper, radio, and TV ads for soaps, deodorants, skin conditioning products, shampoos, and other personal hygiene products that attract the elderly for a target audience. Ask each student to write a brief report that answers the following questions: What type of products were advertised most often? Why are the elderly used as a target audience for these products? What messages did the ads communicate? What types of appeals were used in the ads? Allow student volunteers to present their reports to the class and lead a discussion about the findings. CRITICAL QUESTION: How can a caregiver keep an elderly person from being mislead by advertising claims for grooming products?[B]

ORAL HYGIENE

TS31:10 Have each student ask five friends or family members the following question: Why is oral hygiene important? Ask each student to share the results of the poll (reasons given) with the class. Compare the class list with reasons given under the heading *Oral Hygiene* in Chapter 31 of the Reference Book. KEY QUESTIONS: What is plaque? Why must it be removed on a daily basis? Can gum diseases be prevented by the removal of plaque? CRITICAL QUESTION: How can oral hygiene affect the total health of a person?

Principles of Oral Hygiene

TS31:11 Obtain the videotape Options: *Dental Health in the Later Years* from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Lead a class discussion about the prevention of dental disease. Based on the information from the video presentation, have each student design a visual aid that contains recommendations for daily personal oral care. Give visual displays to an adult short care or long term care facility. KEY QUESTIONS: Is dental disease an inevitable result of aging? How can periodontal disease be prevented? What does diet have to do with dental health?

Procedures For Oral Hygiene of Bedridden Elderly / Procedures For Helping Elderly With Care of Dentures

TS31:12 Invite a dental hygienist to class to demonstrate the correct procedures for brushing and caring for an elderly person's dental needs. Guide students in preparing questions prior to the speaker's arrival? Questions should include the following: How frequently should teeth be brushed? flossed? cleaned? What is the correct way to care for dentures? What is the best way to assist someone else in brushing their teeth? How can caregivers provide good oral hygiene for elderly persons who are bedridden? Ask each student to write a one-page paper on the topic of caring for an elderly person's dental needs. Allow students to share their papers with the class.[B][C]

TS31:13 Order the videotape *Oral Hygiene For Extended Care Patients* from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Following the video presentation lead a class discussion about conditions of the elderly that require special help with dental hygiene. KEY QUESTIONS: What are some oral health problems associated with extended care persons? How can caregivers assist an ambulatory person with dental care? How can caregivers assist a bedridden person with dental care? What are the general guidelines for the proper care of dentures?[C]

NAIL CARE

TS31:14 Prepare individual notecards in advance. Write one of the steps in caring for nails on each card. Distribute the cards in random order to students and ask them to arrange the cards in the correct sequence. Lead a class discussion on why proper nail care is important to the physical and psychological needs of an elderly person. KEY QUESTIONS: Does poor nail care encourage infection and bacteria to develop under the nails? How? What are the possible consequences of cuticle cuts and damage to the skin around the nails? What are the possible consequences of skin injury from long unkempt nails? Can infection or gangrene develop from poor nail care? How? How can poor nail care affect the self-image of a person?

Procedures For Nail Care

TS31:15 Arrange a learning tour to a local beauty salon or school of cosmetology to allow students to observe the steps in a professional manicure or pedicure. Guide students in preparing questions prior to the learning tour. Questions should include the following: Are there any legal restrictions keeping a caregiver from providing hair care or nail care? Who normally requires a licence to provide hair and nail care? What products or supplies are needed for nail care? What are some common problems and solutions to problems in caring for nails (problems such as brittle nails, discolored nails, and hangnails). What is the difference between healthy nails and unhealthy nails? Ask the professional to state the reasons for each step in the grooming process.

HAIR CARE

TS31:16 Invite a cosmetologist or other hair care specialist to talk to the class about the benefits of daily hair care for everyone. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Is hair care more important for the sick or elderly than for other persons? Why? How does hair care relate to self esteem? How does regular hair brushing contribute to a healthy scalp? How often should hair be brushed? washed? How can hair be cleaned if water cannot be used? Have each student write a one-page paper on the benefits of daily hair care.

Shampoo Procedures For The Mobile Elderly Person

TS31:17 Have students pair off and discuss some guidelines they believe to be helpful in shampooing someone else's hair. For example, one guideline can be to massage the person's hair and scalp gently. Another guideline can be to be cautious about the position of the neck when washing a person's hair. Have students pantomime a shampooing procedure with a partner. Allow students to determine which guidelines are demonstrated in the pantomime and lead a class discussion about the guidelines mentioned by students. KEY QUESTIONS: What is the ideal water temperature for shampooing? Is shampooing recommended for an ill person? Why? What feeling does clean hair give a person?

Shampoo Procedure For The Bedridden Elderly Person

TS31:18 Duplicate and distribute Teaching Aid 149 , Shampoo Procedure for the Bedridden Person. Have each student suggest solutions to the two example problems described at the bottom of the Teaching Aid. Allow students to share their answers with the class. Lead a class discussion comparing suggested solutions and have students to vote on the best possible solution to each problem. KEY QUESTIONS: Which of the two problems required creative thinking to solve? Which of the two problems required common sense to solve? CRITICAL QUESTIONS: How can caregivers best prepare for unforeseen difficulties? Is the ability to be flexible a positive characteristic for caregivers? When can flexibility turn into carelessness? (Use second problem on Teaching Aid as an example.)

Hairstyling

TS31:19 Invite the beauty operator or suggested representative from a nearby school of cosmetology to talk with the class about special hair care considerations of the elderly. Ask the speaker to bring examples of equipment used for hairstyling. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Which hair styles seem to be most popular among the elderly? Are the scalps of elderly persons more sensitive to chemicals than other age groups? Why? Does a person with a sensitive scalp require different permanent solutions? different shampoos? different rinses? What women's hairstyles can you recommend that require little daily care (care such as pin curling, rolling, or using a curling iron)? Have each student write a two-page paper that answers the following questions: What special hair problems are most often seen in older people? What are the solutions to these problems? Allow student volunteers to share their papers with the class.[B]

TS31:20 Contact the owner of a shop that specializes in fitting and styling wigs to arrange a learning tour for the class. Ask the tour guide to discuss the positive aspects of owning a wig. Guide students in preparing questions prior to the learning tour. Questions should include the following: What age groups do you serve most frequently? What are the reasons expressed by customers for wanting to purchase a wig? What are the guidelines for selecting wigs, such as complexion and original hair color? How can you tell if a wig fits properly? How are wigs cared for? If possible, allow the tour guide to demonstrate the process of selecting and fitting a wig on a student volunteer. Have each student write a one-page paper on the benefits of an elderly person owning a wig.

Head Lice

TS31:21 Order the videotape *Head Lice: Questions and Answers* from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Lead a class discussion on how to control head lice. KEY QUESTIONS: What are head lice? What are the signs and symptoms of a person with head lice? How are head lice transmitted from one person to another? What steps should be taken to stop lice infestation? What can be done to lessen symptoms of itching? Have each student look up and bring to class the name, cost, and other specific information about a commercial product for the treatment of head lice.

Shaving

TS31:22 Divide the class into cooperative learning groups to brainstorm for examples of shaving precautions and guidelines for a caregiver shaving a person. Have elected group leaders write their group's guidelines for caregivers on the chalkboard or overhead projector and give an explanation for each guideline that is listed. Compile a list of safety precautions from group members' suggestions and lead a class discussion about both precautions and guidelines developed. KEY QUESTIONS: What equipment is needed to shave a person in bed? Do the guidelines address special considerations of the elderly who are bedridden? What should be done in the case of a skin irritation or cut? Make a visual display from the students' compiled guidelines and safety precautions and display in the classroom or class display case.[C]

TS31:23 Have a visual display of various razors and electric shavers in class. Lead a class discussion on the advantages and disadvantages of the various types of shavers. For example, advantages of an electric razor include: injury by cuts and scrapes is minimal, preparations for shaving are simple with no shaving cream or water needed, and no after-shave lotion is required. KEY QUESTIONS: What are the dangers of shaving with a blade as opposed to an electric shaver? What are some advantages of each type? Ask each student to write a one-page paper on what to consider before buying shaving equipment for the elderly. Allow student volunteers to share their suggestions with the class.[B][C]

Trimming A Beard or Mustache

TS31:24 Invite a parent or teacher who wears a beard to speak to the class about proper care, including trimming for beards and mustaches. Guide students in preparing questions prior to the speaker's arrival. Questions should include the following: Are there any difficulties involved in self-trimming a beard or mustache? Is special equipment necessary for proper care of beards and mustaches? What type of shampoo and rinse is best?

Procedure For Trimming a Beard or Mustache

TS31:25 Duplicate and distribute Teaching Aid 150, Trimming a Beard or Mustache. Lead a class discussion on the proper procedures for trimming a beard or mustache. KEY QUESTIONS: What is one suggested way to remove tangles from beards? Besides scissors, what other instrument can be used for trimming mustaches? In what direction should a beard be brushed? Why should aftershave lotions and colognes not be used by a person with a beard?

32

Dressing Assistance and Self-help Dressing Aids

ESSENTIAL ELEMENT

- Determine strategies for facilitating self-help.(n3G)

OBJECTIVES TO ACHIEVE

- Describe how clothing can be adapted to meet the needs of the elderly.
- List the steps in assisting the elderly to dress.
- Give examples of self-help aids for dressing.
- Demonstrate how to make self-help aids for dressing.

CLOTHING ADAPTATIONS

TS32:1 Have each student interview two elderly family members, neighbors, or members of a senior citizen's center. Guide students in preparing questions prior to the interviews. Questions should include the following: What items of clothing present the most problems when dressing? What are some tips or hints that make dressing easier for you? Draw two columns on the chalkboard or overhead projector and write the word *Clothing* above the first column and the words *Tips and Hints* above the second column. Ask each student to share interview results with the class and have a student volunteer write the shared information under the appropriate heading on the chalkboard or overhead projector. Lead a class discussion about common difficulties that the elderly experience with clothing. KEY QUESTIONS: Do men have greater or fewer complaints than women concerning their clothing? Do certain difficulties with clothing limit the types and styles of clothing purchased? What physical conditions can cause an elderly person to have difficulty with clothing?

TS32:2 Have each student bring to class an item of clothing, such as a pullover sweater, a jacket, a pair of overalls, or an item of clothing with buttons or zippers. Ask each student to simulate a disability by taping craft sticks to fingers, using masking tape to hold fingers in a curved position and wrapping all four fingers together while hand is bent, or wrapping a stretch bandage around elbows or knees. Allow students to practice pulling up a pair of slacks, putting on or taking off a jacket, pulling a sweater over their heads, and fastening buttons and zippers with their simulated disability. Lead a class discussion about the difficulties encountered during the experience. CRITICAL QUESTIONS: How did you feel while going through the motions of dressing with a disability? What emotional needs of the elderly must the caregiver consider when giving assistance with dressing?[C]

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* TS 32:1 indicates teaching strategy, chapter 32, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

Adapting Fasteners

TS32:3 Lead students to brainstorm for some adaptations in clothing that may make the dressing process easier for the elderly. Ask a volunteer to write or project all the ideas suggested on the chalkboard or overhead projector. Lead a class discussion comparing the adaptations listed in Chapter 32 of the Reference Book with those suggested by students.

TS32:4 Divide the class into cooperative learning groups. Provide copies of clothing pattern books and ask each group to identify patterns that are appropriate or can be easily adapted to make dressing easier for elderly persons. Each group should identify specific adaptations that are necessary and design an illustrated visual aid showing the original clothing item, identifying the problem, and giving a description of how the clothing item can be adapted to meet the needs of the elderly. Have an elected group leader explain his or her group's visual aid to the class. Display in the classroom or class display case.

DRESSING ASSISTANCE

TS32:5 Ask each student to write down the steps for a caregiver to follow when assisting an elderly person with dressing. Lead a class discussion comparing students' answers with the steps in Teaching Aid 151, Dressing Assistance Guidelines. KEY QUESTIONS: How much should the caregiver do to help the elderly person? How can caregivers determine if they are providing too much assistance? not enough?[B][C]

TS32:6 Have each student bring to class items of clothing, such as sweater vests, button down shirts, zippered jackets, laced shoes, and clothing with ties and bows. Ask students to work in pairs and practice assisting each other to dress. Lead a class discussion on their reactions about helping another adult to dress. Ask each student to write a one-page paper on how it might feel to need assistance in dressing. KEY QUESTIONS: Was the process of assisting someone else easier or more difficult than expected? What will be done differently the next time?[B]

SELF-HELP AIDS FOR DRESSING

TS32:7 Divide the class into eight cooperative learning groups, and ask each group to select one of the following self-help aids for dressing: dressing stick, sleeve anchor, buttonhook, overcoat hanger, bootjack, sock sticks, stocking or sock aids, and a long shoehorn. (In a small class ask each person to select one or more aids.) Have each group explain the purpose of the self-help aid and how it is used. Have an elected group leader share his or her group's explanation with the class. Write each group's answers on the chalkboard or overhead projector and lead a class discussion about the benefits of self-help aids for dressing. KEY QUESTIONS: What physical conditions may require the use of self-help aids? For what condition might a dressing stick be used? a sleeve anchor? a buttonhook? an overcoat hanger? a bootjack? a sock stick? a stocking or sock aid? a long shoehorn?

TS32:8 Display some self-help aids borrowed from a hospital supply house or have students look through catalogs to find examples of self-help aids. If possible, allow each student to try the self-help aid and lead a class discussion on how each aid is useful to the elderly. KEY QUESTIONS: Can self-help aids improve the self-image and confidence of an elderly person? How? How can self-help aids increase feelings of independence?

Constructing Dressing Aids

TS32:9 Ask each student to construct one of the self-help aids for dressing described in Chapter 32 of the Reference Book. Have students show and explain the self-help aids that they constructed and demonstrate how they are used. Allow class members to try each others self-help aids. Students may elect to donate their self-help aids to a long-term care facility, senior citizen center, or an elderly person.

TS32:10 Ask each student to share with the class the amount of time and money that were required to construct the self-help aid from the previous strategy. Lead a class discussion on the advantages and disadvantages of home-made self-help aids. KEY QUESTIONS: Which aid required the most time? money? Which aid required the least time to construct? the least money? Which aid is the most difficult to construct? the easiest to construct? Did the homemade dressing aids perform as expected? Why?

TS32:11 Have each student compare the price of each homemade self-help dressing aid with a similar commercially made product. Lead a class discussion about the best choice to consumers for each dressing aid. KEY QUESTIONS: What is the cost difference between the homemade self-help dressing aid and the commercially made dressing aid? How does the performance of the homemade self-help dressing aid compare with the performance of the commercial dressing aid? Does the commercial dressing aid have a warranty or guarantee attached to it? Which would be the best choice in the long run?

33

The Caregiver: A Special Role

ESSENTIAL ELEMENTS

- Describe the aging process.(n1A)
- Determine strategies for facilitating self-help.(n3G)
- Demonstrate communication skills.(n6B)
- Describe crisis management techniques for the elderly and for care providers.(n6C)

OBJECTIVES TO ACHIEVE

- List the developmental tasks of the elderly.
- Describe communication techniques.
- Explain body language and active listening.
- Identify stress in caregivers.
- Point out helpful resources for caregivers.

DEVELOPMENTAL TASKS OF THE ELDERLY

TS33:1 View Teaching Aid 152, Developmental Tasks of Later Maturity. Lead a class discussion on the factors affecting the achievement of these tasks. KEY QUESTIONS: What kind of life experiences affect the achievement of developmental tasks? In what ways do these life experiences affect the achievement of developmental tasks? How does income affect the achievement of developmental tasks? social status? occupation? sex? historical events?

TS33:2 Ask each student to develop a visual aid using pictures in magazines that illustrate physical, psychological, sociological, and economic tasks of later maturity. Have each student present the visual aid and discuss which of the developmental tasks or

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* TS 1:1 indicates teaching strategy, chapter 1, number 1.
[B] = Basic Skill Reinforcement
[C] = Common Essential Element

combination of tasks are depicted. Display students' completed projects in the classroom or class display case.

SANDWICH GENERATION

TS33:3 Make a transparency of the visual aid from Teaching Aid 153, Sandwich Generation, and lead a class discussion about the concept of a *sandwich generation*. CRITICAL QUESTIONS: How might your own family be affected by the service you provide to elderly parents? What can be the effects on employment? daily family life? financial security for your children? What should adult children do to help elderly parents? Who should be responsible for elderly parents: the oldest child, the youngest child, or the child who lives the closest? How are these decisions made?

TS33:4 Duplicate and distribute Teaching Aid 153, Sandwich Generation, and ask each student to complete the bottom section entitled "Responsibilities of the Sandwich Generation". Allow student volunteers to share their answers with the class and lead a discussion about additional caregiving responsibilities of the sandwich generation. KEY QUESTIONS: When would the need arise for the sandwich generation to prioritize their responsibilities between children and parents? Who should come first? What would determine greatest need? CRITICAL QUESTIONS: What kinds of situations would require immediate and long term intervention by the sandwich generation? How would this affect the caregiving roles toward their children? How would this affect the caregiving roles toward their elderly parents?

TS33:5 Divide the class into cooperative learning groups and have each group discuss the special considerations of a single parent living in the sandwich generation. Have elected group leaders share their group's results with the class. Lead a class discussion on students' concepts and additional points of consideration. KEY QUESTIONS: What would be the advantages for a single parent and an elderly parent living together? What would be the disadvantages? Are the advantages and disadvantages different from those of a traditional family? Why?

COMMUNICATION TECHNIQUES

TS33:6 Duplicate and distribute Teaching Aids 154 (a, b), Response Styles, for each student. Identify the need expressed in the example on Teaching Aid 154a and discuss the examples given of different ways to respond to a shared need. Ask each student to think of other examples of situations expressing needs like those shown on Teaching Aid 154b. Play the response styles game using the situations suggested by students. (Prepare a response styles wheel prior to the game—Teaching Aid 154c.) CRITICAL QUESTIONS: Which response styles are positive? negative? Which ways of responding to a spoken need would be most effective in meeting that need? Do different needs require different styles of response?

TS33:7 Have each student chose a partner to work with. Assign each pair of students one of the situations given in Teaching Aid 155, Sticky Situations. Allow students time to analyze the situation and consider solutions. Ask each pair of students to role play their assigned situation. Lead a class discussion about the positive aspects of the role plays and allow students to offer other alternatives not addressed. KEY QUESTION: Which situations can benefit from the help of an outside person?

TS33:8 Obtain and distribute to students copies of the pamphlet *Reminiscence* from AARP (see reference list item A for further information). Have each student to read the pamphlet prior to leading a class discussion about how to help people reminisce. Arrange through a long-term care facility, senior citizens center, or retirement community for each student to be given the opportunity to interview one elderly person based on suggestions from the pamphlet. Ask each student to write a report about the topic discussed by the person interviewed. Allow student volunteers to share their papers with the class. Have students evaluate the success of their interviews. KEY QUESTIONS: What are the benefits of reminiscing? What can caregivers do to help others reminisce? What are some skills and tools for reminiscing?[B][C]

TS33:9 Obtain copies of the pamphlet *Have You Heard*? from AARP Fulfillment Center (see reference list item A for further details). Lead a class discussion about communication difficulties related to hearing loss. KEY QUESTIONS: What are some helpful methods that a person can use to better cope with their own hearing problems? What are some coping mechanisms for caregivers of individuals with hearing loss? How is hearing loss identified?

Body Language

TS33:10 Duplicate and distribute Teaching Aid 156, What's Up. Have each student complete the Teaching Aid by describing what persons in each situation are most likely experiencing as expressed through their body language. Allow student volunteers to share their papers with the class and lead a discussion about reading body language. KEY QUESTIONS: What are examples of body language that express anger? hurt? impatience? irritation? frustration? love? pride? agreement? sympathy? joy? excitement? surprise?

TS33:11 Duplicate and distribute Teaching Aid 157, Four Types of Contact. Divide the class into cooperative learning groups and have each group develop a skit incorporating gestures, posture, facial expressions, and other body movements that demonstrate body language. Ask each group to act out at least two of the four types of contact as illustrated in the Teaching Aid. Each student should take notes on the body language and types of contact observed in the characters of other groups' skit performances. Following the completion of each skit, allow students to share and compare their observations with the class. KEY QUESTIONS: What did the body language that was observed communicate to you? What is the difference between personal and social types of contact? What is the difference between public and social contact?

Active Listening

TS33:12 View and read over the information in Teaching Aid 158 (a, b), Active Listening. Have each student practice active listening by working in pairs. One person at a time talks for three minutes about a topic such as: my favorite summer activity, my favorite book or movie, my goals for five years from now, my best friend. Then the other student chooses a topic and talks. KEY QUESTIONS: Was it hard to listen to the other person? Why? What techniques did you use to help you listen? Did you feel like the other person was listening to you? What made you feel that way? How would this technique be helpful when working with an elderly person?

TS33:13 Ask two student volunteers to read the skit in Teaching Aid 159 (a, b,c), "Mrs. Martin: Before and After Communication Training" (before portion only). Ask class members to identify some problems in communication portrayed in the skit. Have two more volunteers read the after portion of "Mrs. Martin". Now ask class members to identify techniques of active listening that are shown. Lead a class discussion about developing a sensitive awareness of people's feelings. KEY QUESTIONS: How can observing body language help a caregiver develop better awareness of another's feelings? At what point does trying to cheer someone up cause more harm than good? What does effective listening mean to you? When a "well meaning" conversation is directed from a caregiver to the person being cared for, who benefits? How can "well meaning" words directed toward someone who is worried, angry, or frustrated make the person feel?

TS33:14 View the videotape *Project OASIS*," Training Tape #1", Section #2: *Active Listening*. The videotape may be borrowed from the local county office of Texas Agricultural Extension Service Home Economist. At each break in the role play, stop the tape and lead a class discussion on the active listening techniques that are being used. KEY QUESTIONS: At what point did the listener acknowledge and accept what the other person was saying? What did the listener do to clarify what they believed the other person was saying or feeling? What did the listener say to probe for the other person's own clarification?

CARING FOR THE CAREGIVER

TS33:15 View Teaching Aid 160, Crisis Prevention, and lead a class discussion about avoiding crisis by decreasing pressure and increasing supports. Guide students in naming specific examples of ways to decrease pressure and increase supports. (For example: "delegate responsibility"—caregiver could appoint someone to prepare a meal for the elderly parent while taking "time off" to go shopping) KEY QUESTIONS: What is the difference between *burnout* and *crisis*? How does burnout develop into a crisis situation? How can increasing supports help avoid a crisis situation?

TS33:16 Obtain copies of the pamphlet *A Path For Caregivers* from AARP Fulfillment Center (see reference list item A for further information). Lead a class discussion about the roles and needs of caregivers. KEY QUESTIONS: What causes people to take on the role of caregiving? Are caregivers trained for the tasks involved? What are the most common difficulties that caregivers encounter? When should caregivers seek help? Where can help be obtained?[C]

TS33:17 Invite a panel of speakers that are currently working in areas that support caregivers of elderly persons. Speakers can be located through Alzheimer's support groups, State Units on Aging, Department of Health and Human Services, local hospitals, churches, local chapter of the Red Cross, and YWCA/YMCA's. Guide students in preparing questions prior to the arrival of the panel. Questions should include the following: In your opinion what is the most difficult aspect of being the caregiver of an elderly person?[C]

Reducing Stress / Avoiding Burnout

TS33:18 View Teaching Aid 161, Emotions: Checks and Balances. Lead a class discussion about stress-related feelings common to caregivers and stress related feelings common to care recipients. Ask each student to write a one page paper about a person caring for an elderly parent at home who is experiencing one of the feelings listed on the Teaching Aid. The paper should include the circumstances around which the feeling developed, an example of the effect on the care recipient, and a suggestion on how to resolve this feeling. Allow student volunteers to share their papers with the class. KEY QUESTIONS: What stress related feelings are shared by both caregiver and care recipient? What is the difference between the type of resentment experienced by a caregiver and the type of resentment experienced by a care recipient? What is the difference between the type of depression experienced by a caregiver and the type of depression experienced by a care recipient?[B][C]

TS33:19 Duplicate and distribute Teaching Aid 162, Identifying Types of Stress. Lead a class discussion about the stress categories listed on the Teaching Aid. Divide the class into cooperative learning groups and ask each group to complete the bottom section of the Teaching Aid. Have elected group leaders from each group write on the chalkboard or overhead projector their group's answers. KEY QUESTION: What types of stress does the following situation exemplify according to the point of view of the son of an elderly parent? Situation: elderly parent who was living alone fell down and broke her hip and her son having no other option at such short notice must take her into his home to care for her. (Answers: internal, non-ambiguous, acute, non-normative, non-volitional, isolated.)

TS33:20 Order the film *Your Own Worst Enemy: Stress* from the Texas Department of Health Audiovisual Library (see reference list item 2 for further information). Lead a class discussion about the points made in the film. Have each student write a one page paper about ways to lessen stress in daily living. Allow students to share their papers with the class. KEY QUESTIONS: What are the effects of stress? What kind of steps can be taken to alleviate stress? How do most people deal with stress? What are the warning signs of stress?[B][C]

TS33:21 View a transparency of Teaching Aid 163, Signs of Stress. Have students identify which of the signs of stress illustrated are emotional, physical, or other. Lead students to brainstorm to identify other signs of stress not illustrated. Have a student volunteer write the signs of stress on the chalkboard or overhead projector. KEY QUESTIONS: How common are these signs of stress? What are some coping strategies that the characters illustrated can use to relieve their stress?

Resources For Caregivers

TS33:22 Divide the class into cooperative learning groups and ask each group to complete Teaching Aid 164, Information and Support Resources For Caregivers. Allow students to share their answers with the class and lead a discussion about various situations in which each listed resource can be most helpful. KEY QUESTIONS: To what extent do these resources help in lessening stress related feelings experienced by the sandwich generation (refer students to Teaching Aid 153, Sandwich Generation)? Which resources can help caregivers with physical care needs of care recipients? psychological and emotional needs? spiritual needs? social needs? CRITICAL QUESTION: Where can caregivers receive information concerning specific difficulties their care recipient is developing such as Alzheimer's Disease, and dramatic hearing or vision loss?[C]

TS33:23 Divide the class into cooperative learning groups and have each group develop a skit about a caregiver faced with a dilemma concerning an elderly parent who is living with the caregiver's family. Ask each group to utilize at least two of the information or support resources listed in Teaching Aid 164, Information and Support Resources For Caregivers, to help in solving the problem. Allow each group to present their skits to the class. Have each student research one of the resources on the Teaching Aid and write a one-page paper describing specifics concerning that resources' services.[B][C]

REFERENCE LIST

Audiovisual Materials

1 AARP Program Scheduling Office
AARP Program Resources Department/BK
1909 K Street NW
Washington, DC 20049
NOTE: Request must be made 60 days prior to presentation date and the audiovisual library must have a signed statement of responsibility on file before processing orders.

2 Texas Department of Health Audiovisual Library
1100 West 49th Street
Austin, TX 78756
Tel. (512) 458-7260
NOTE: Please allow 10 days notice in writing.

3 Terra Nova Films Inc.
9848 S Winchester Avenue
Chicago, Il 60643
Tel. (312) 881-8491

Printed Material

A AARP Fulfillment Center
601 E Street NW
Washington, DC 20049
Tel. (202) 434-2277
NOTE: The first 10 brochures are free. Allow 10 days for delivery.

B Alzheimer's Disease and Related Disorders Association
919 N Michigan
Chicago, Il 60611
Tel. ((312) 335-8700

C Texas Department of Health-Information Services
1100 West 49th Street
Austin, TX 78756-3199
Tel. (512) 458-7761

D Texas Department of Mental Health and Mental Retardation
c/o Community Relations-TXMHMR
PO Box 12668
Austin, TX 78711
Tel. (512) 465-4540
NOTE: Single copies are free.
Small fee for additional copies.

E Council of Better Business, Inc.
4200 Wilson Blvd.
Arlington, VA 22203
Tel. (703) 276-0100

F Presidents Council on Physical Fitness and Sports
701 Pennsylvania Ave NW Suite 250
Washington, DC 20004
Tel. (202) 272-3421

G Consumer Product Safety Commission
Publication Request
Washington, DC 20207
NOTE: Publication requests must be made in writing.

H United States Fire Administration
Federal Emergency Management Agency
PO Box 70274
Washington, DC 20024
NOTE: Order on letterhead stationery and include
publication number of the brochure.

I Centers for Disease Control
Center for Prevention Services
Division of Tuberculosis Control
Atlanta, Ga 30333

J Texas State Poison Center
University of Texas Medical Branch
Galveston, TX 77555
Tel. (409) 765-1420
NOTE: May order up to 25 free of charge

K. National Hospice Organization
1901 North Moore St. Suite 901
Arlington, VA 22209
Tel. (703) 243-5900
NOTE: Send $.44 for each publication requested

L. Food and Drug Administration
Denver Federal Center, Bldg. 20
PO Box 25087
Denver, Co. 80225-0087
Tel. (303) 236-3000 ext. 314

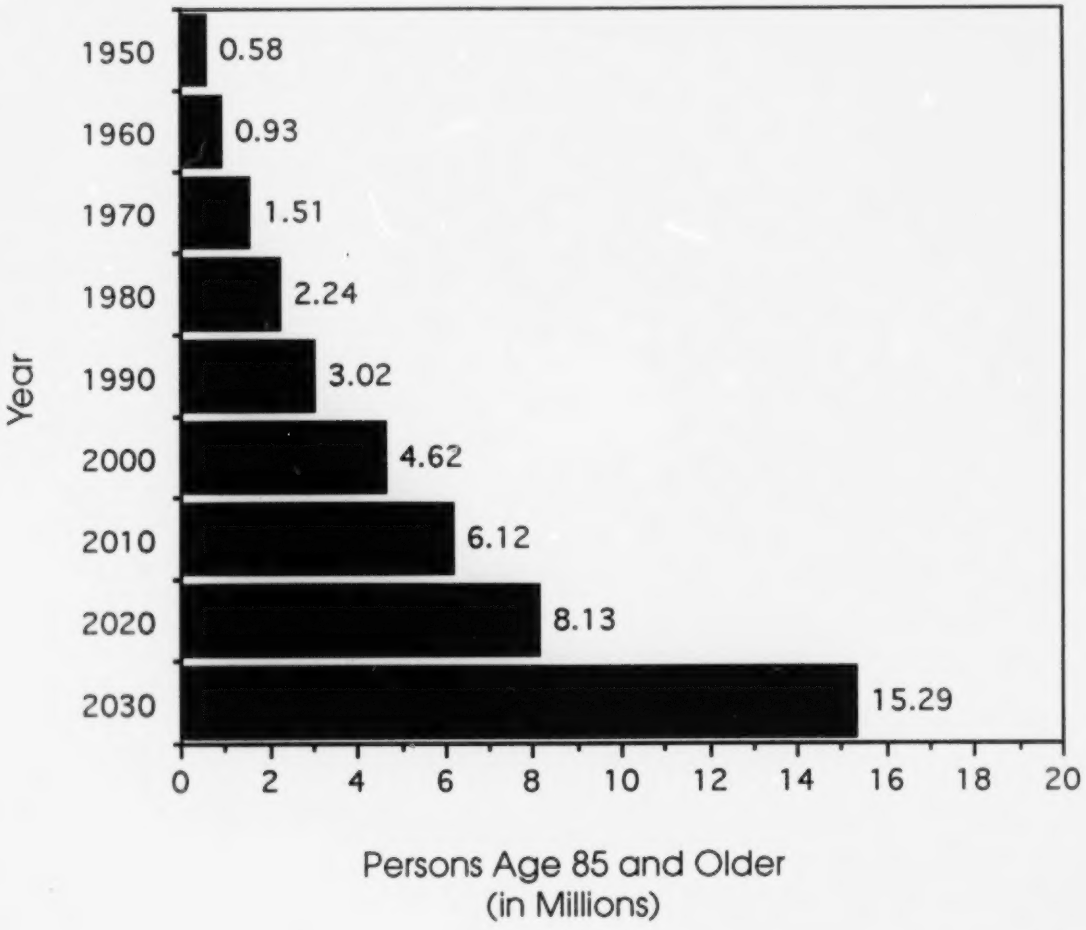
M. National Safety Council
PO Box 558
Itasca, Ill 60143-0558
Tel. (708) 285-1121

Teaching Aids

Aging America

Actual and projected U.S. population of persons age 85 and over

1960-2050



Source: U.S. Department of Commerce—Bureau of the Census; Elderly Population of the United States by Age, Race, and Sex: 1830-2050, Washington, D.C. Revised June 29, 1992.

TA 2a

Facts on Aging

The Palmore Facts on Aging Quiz

✎ This quiz was developed in 1977 by Erdman Palmore, Ph.D. It is a short quiz that takes only 5 to 10 minutes to complete and can be used to determine students' current knowledge about aging as well as to identify misconceptions about aging and the aged. (The average college undergraduate scores about 65 percent.)

T F 1. The majority of the elderly (past sixty-five) is senile.

T F 2. All five senses tend to decline in old age.

T F 3. Most elderly have no interest in or capacity for sexual relations.

T F 4. Lung capacity tends to decline in old age.

T F 5. The majority of the elderly feels miserable most of the time.

T F 6. Physical strength tends to decline in old age.

T F 7. At least one-tenth of the aged is living in long-term care institutions.

T F 8. Aged drivers have fewer accidents per person than drivers under age sixty-five.

T F 9. Most older workers cannot work as effectively as younger workers.

T F 10. About 80 percent of the aged are healthy enough to carry out their normal activities.

T F 11. Most elderly are set in their ways and unable to change.

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TA 2b

T F 13. It is almost impossible for the elderly to learn new things.

T F 14. The reaction time of most elderly tends to be slower than reaction time of younger people.

T F 15. In general, most of the elderly are pretty much alike.

T F 16. The majority of elderly are seldom bored.

T F 17. The majority of elderly are socially isolated and lonely.

T F 18. Older workers have fewer accidents that younger workers.

T F 19. Over 15 percent of the U.S. population are now age sixty-five and over.

T F 20. Most medical practitioners tend to give low priority to the aged.

T F 21. About 3 percent less of the aged have incomes below the official poverty level than the rest of the population.

T F 22. The majority of elderly are working or would like to have some kind of work to do (including housework and volunteer work).

T F 23. Older people tend to become more religious as they age.

T F 24. The majority of elderly are seldom irritated or angry.

T F 25. The health and socio-economic status of older people, compared to younger people in the year 2000, will probably be about the same as now.

Answers: All odd numbers are false and all even numbers are true.

TA 3

ADJUSTING TO LATER LIFE

Directions: Complete the column on ways to minimize changes.

✍ PHYSICAL CHANGES

WAYS TO MINIMIZE

decreasing flexibility
decreasing muscle strength
slowing down of organs and body systems
diminishing senses
susceptibility to illness

✍ PSYCHOLOGICAL CHANGES

lowered self-worth
increased likelihood of depression
perceived loss of control

✍ SOCIAL CHANGES

feeling "out of sync" with current values
feeling lonely

✍ ECONOMIC CHANGES

decreased income
dependent on unearned income
increased health-care expenses

ATTITUDES ABOUT AGING

Directions: Please complete the following phrases with brief statements, as honestly as possible. There are no right or wrong answers.

1. When I am elderly, I will.....
2. My favorite elderly person is.....
3. An outstanding elderly person in the community is.....
4. I look forward to aging because.....
5. The worst part about aging is.....
6. I expect to live until.....
7. You'll know I am elderly when I....
8. Before I die, I will.....
9. What I dislike most about elderly people is.....
10. I wish I had lived during.....
11. When my mother was young.....
12. The best thing about a grandparent is.....
13. When people ask me my age, I feel.....
14. The ideal age is.....
15. People should "act their age" because.....
16. When you are elderly, it is hard to.....
17. Elderly persons live.....
18. Elderly persons cannot.....
19. When I am over sixty-five, it will be easy to.....
20. When I am over sixty-five, it will be important to.....

MYTHS & SLOGANS ABOUT THE ELDERLY

"YOU CAN'T TEACH AN OLD DOG NEW TRICKS."

"OLD COUPLES HAVE NO INTEREST IN SEX."

"LIFE BEGINS AT FORTY."

"LIFE IS ALL DOWNHILL AFTER FORTY."

"YOU ARE AS OLD AS YOU ACT."

"THERE'S NO FOOL LIKE AN OLD FOOL."

MEDIA WATCH

The media frequently distorts the characteristics of the elderly for the purpose of humor. This leads to misconceptions of what the elderly age group is really like. This assignment will help you become more sensitive to the different messages that the media gives about the elderly population.

Conduct a media watch looking for incidents that...

- **help support stereotypes (S)**
- **help challenge stereotypes (C)**
- **omit realistic or positive aspects of the elderly**

Directions: Fill out the program information below and describe the incident that occurred. Then, complete the checklist provided below. Under the column labeled stereotypes, fill in the blank spaces with an "S" for supports stereotypes or a "C" for challenges stereotypes. Under the column labeled omissions, put a check mark beside the type of omission that was observed in the program that you watched. Describe briefly what you would have changed about this program to more accurately portray the image of the elderly.

STATION____________CHANNEL________DATE __________TIME__________
NAME OF PROGRAM ____________________________________
DESCRIPTION OF INCIDENT ________________________________

STEREOTYPES

Depicts older people as...
____unkempt and unattractive (baggy clothes and uncombed hair)
____rigid and inflexible
____forgetful and bumbling
____passive, showing "rocking chair" image
____sick and physically impaired
____about to die
____being patronized and treated like children

OMISSIONS

☐ Program content excludes elderly

☐ Program does not depict positive aspects of aging

☐ Program depicts only wealthy or advantaged elderly

☐ Minority elderly are excluded

TA 7

Rights of The Elderly

In 1961, the Second National Conference on Aging established several rights for the aging population. These rights are privileges to which the elderly are justly entitled. Although these rights were established over twenty years ago, they still apply today. These rights include the following:

- The right to be useful
- The right to obtain employment based on merit
- The right to freedom from want in old age
- The right to a fair share of the community's recreational, educational, and medical resources
- The right to obtain decent housing suited to needs of later years
- The right to the moral and financial support of one's family so far as it is consistent with the best interests of the family
- The right to live independently as one chooses
- The right to live and die with dignity
- The right of access to all knowledge on how to improve the later years of life

"I HAVE A RIGHT TO..."

DIRECTIONS: Read and then role play the following situations.

- You are recently retired and in good health. For the first time, you have both time and money. You have always wanted to learn to fly. Your spouse and children are trying to talk you out of doing anything so "foolish" at your age.

- You are a grandmother who has a married daughter with a five-year-old and a three-year-old. Your daughter frequently goes out of town and always assumes that you will come to her house and stay with the children.

- As an elderly widow or widower, you have fallen in love. You are considering marriage. Your grown children are very upset.

- You are a retired police officer who is applying for a job as an apartment security guard. The manager thinks you are too old for the job.

- You live in a large city in the home where you raised your children. Your children live in another state, and you have recently suffered a stroke. One of your sons wants you to move to the town where he lives.

- You have three grown children who always come home for Sunday dinner. Lately, you have decided that their visits are too much work for you. You want them to invite you to their homes.

ATTITUDES ABOUT SERVICES

Directions: If you were an elderly person, who would you prefer to have help you with the services below? Look at the chart below. The vertical column is a listing of different services. Horizontally, at the top of the chart is a list of persons or groups that can help provide some of these services. Follow the example below to complete this chart.

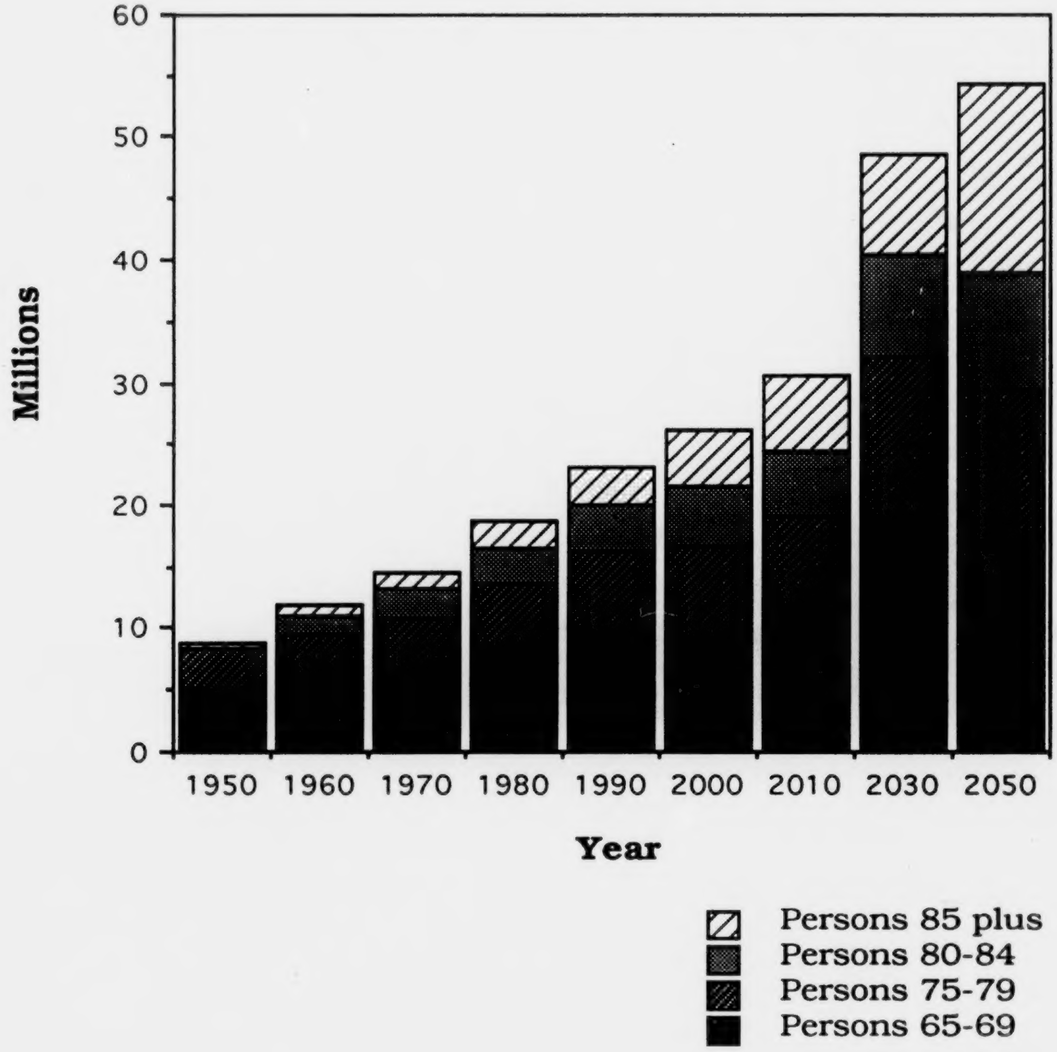
Example: Look at the word "expenses" in the chart. Following across the row, think of what person or group you would want most to help you with your expenses if you were elderly. If your first choice is a friend or neighbor, put the number 1 in the cell below friend or neighbor. If your second choice is a grown child, put the number 2 in the cell below a grown child or children. Continue this until each cell in the first row (expenses) contains a number (1 for first choice through 6 for last choice). Complete the entire chart.

☞ Interview one elderly person. Find out what person or group he or she prefers aid from in the eight services listed on the chart. Compare your answers with the answers you gather from the interview. Explain rationale for differences.

	a grown child or children	other relative	friend or neighbor	volunteer or civic group	insurance/ retirement fund representative	government
EXPENSES						
HOUSEWORK						
PERSONAL CARE						
FINANCIAL MANAGEMENT						
MEAL PREPARATION						
ADVICE OR COUNSEL						
GROCERY SHOPPING						
HOME REPAIRS						

Population of the Elderly - Projections

Actual and Projected Population
65 Years and Older by Age
1950-2050



Source: U.S. Department of Commerce—Bureau of the Census; Elderly Population of the United States by Age, Race, and Sex: 1830-2050, Washington, D.C. Revised June 29, 1992.

TA 11

FACTS ON SOCIAL SECURITY

Directions: Draw a line from each numbered statement in the left column to the correct matching information found in the right column.

1. The number of seniors who would be in poverty without Social Security_
2. The number of people that Social Security benefits lifted out of poverty in 1986_
3. The average retiree's monthly Social Security check in 1990_
4. The average retired couple's monthly check_
5. The maximum monthly benefit for an individual who retired in 1990_
6. Social Security tax paid by employees_
7. Social Security tax paid by employers_
8. Social Security tax paid by the self-employed_
9. The number of aged who receive 80 percent or more of their income from Social Security_
10. The amount of cents per dollar that comes from Social Security for aged persons with incomes under $5,000_

A. 7.65 percent

B. Half

C. 15.1 million

D. $975

E. 3 in 10

F. 77 cents

G. $566

H. $966

Answers: 1-B, 2-C, 3-G, 4-H, 5-D, 6-A, 7-A or I, 8-A, 9-E, 10-F

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TA 12

ELDER SERVICES

Volunteer Services

Home Helpers	Provides personnel to perform regularly scheduled household services (except nursing) according to the needs of the elderly. Contact area volunteer services for the elderly.
Meals on Wheels	Brings hot ready-to-eat meals to the homes of the elderly. To qualify, person must be homebound and unable to transport self. He or she must also live alone and be physically or emotinally unable to prepare a meal.
Transportation Services	Arranges free rides for elderly persons who are unable to drive themselves or who cannot find a ride from friends or relatives. Usually must be sixty years of age or married to a spouse who is over sixty.
Telephone Reassurance	Checks the welfare of homebound elderly through daily phone calls. Sponsored by Senior Citizens Centers.

Business Services

Day or Night Sitters	Family members can arrange for constant or hourly care for homebound elderly.
Adult Day Care Centers	Families who are away from home during the day can schedule day care for elderly family members.
Sheltered Workshops	Families can provide for their fit elderly to continue to perform light work in a suopervised area.
Life Line	Family members can rest easy knowing that twenty-four hour emergency care can be summoned immediately by an automatic phone device worn by the elderly person.
Metro Lift Buses	Individuals can feel independent with regard to transportation.

REFLECTIONS ON INTERGENERATIONAL RELATIONSHIPS

"The National Council on Aging defines intergenerational programs as activities that increase cooperation and exchange between any two age groups. Typically, the programs involve interaction between the young and the old in which there is a sharing of skills, knowledge, and experiences." Valerie Chamberlain, Ph.D. Professor, Home Economics Education, University of Vermont, Burlington.

"Home economists have an unparalleled opportunity to be on the cutting edge of a new concept in intergenerational programming—residential and day care for elders combined with day and after-school care for children." Valerie Chamberlain, Ph.D. Professor, home Economics Education, University of Vermont, Burlington.

"The very nature of the human species should provide a sense of continuity... with children acquiring an appreciation of the past through their elders, the elders assured of the hope of the future through contacts with children, and... both enjoying a more positive and balanced attitude toward the present." Mary Brugger Murphy, Author of *A Guide To Intergenerational Programs* - National Association of State Units on Aging.

ASSIGNMENT

Directions: Choose one of the following quotes as the theme for a one-half to one-page paper. Describe a situation or experience with an elderly person who you have encountered that reminds you of the quote.

"One hundred years from now, it won't matter what car I drove, what kind of house I lived in, how much I had in my bank account, nor what my clothes looked like; But the world may be a little better because I was important in the life of a child." Anonymous

"Life is a country that the old have seen and lived in. Those who have to travel through it can only learn the way from them." Joseph Joubert (1754-1824)

"No one is too old to have something worthwhile to contribute, and no one is too young to share in the delight of discovery." Unknown

TA 14a

SUPPORTERS OF ADULT QUALITY CARE

GENERAL RESOURCES

☞ Many of the following organizations (both private and public) have local chapters to assist the elderly in obtaining information and services about housing, health care, employment, transportation, and health promotion.

ADMINISTRATION ON AGING: (AOA) A Federal Agency that develops programs and coordinates services for the elderly, such as a network of State Agencies on Aging and Area Agencies on Aging that offer programs in homemaking, nutrition, housing, employment, counseling, legal aid, transportation, consumer affairs, and health promotion and fitness.

AMERICAN ASSOCIATION OF RETIRED PERSONS: (AARP) A national organization consisting of over 30 million members who are fifty years old and up with local chapters. AARP is committed to improving the quality of life for the elderly with services, such as education on crime prevention, consumer protection, defensive driving, income tax preparation, and group insurance programs, including long-term care, mail order pharmacy services at discounted rates, investment programs, and travel services.

AMERICAN RED CROSS: A supporter of local chapters in providing health education programs, health screening programs, blood services, and disaster relief. Services for the elderly include: programs in retirement planning, crime prevention, safety, telephone reassurance, health screening, home visitation, home nursing care, courses on healthy lifestyles, first aid, CPR, swimming, lifesaving, and family health.

AMERICAN SOCIETY ON AGING: (ASA) A nonprofit national membership organization to inform the public and health professionals about issues affecting the quality of life of the elderly, such as information on long-term care, health care needs of elderly women, employment, and retirement planning.

ELDERHOSTEL: A Nonprofit organization that sponsors educational programs for the elderly sixty years or older. Elderhostel publishes a catalog three times a year. Seminars and courses are offered in colleges and universities in the United States and abroad.

HEALTH INSURANCE ASSOCIATION OF AMERICA: (HIAA) Provides public information about health insurance companies and insurance coverage, including supplementary Medicare insurance.

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NATIONAL ASSOCIATION OF AREA AGENCIES ON AGING: (NAAAA) Represents 670 local Area Agencies on Aging of the Administration on Aging that offer services for the elderly, including transportation, nutrition, senior center activities, shopping assistance, preretirement counseling, and information and referral programs.

NATIONAL ASSOCIATION OF STATE UNITS ON AGING: (NAUSA) a public interest group funded by the Administration on Aging to provide technical assistance and support to State Units on Aging. Services include Information on programs and services for the elderly available through State Units on Aging, including older worker programs, job training/placement, and transportation.

NATIONAL CONSUMERS LEAGUE: A private nonprofit organization that educates consumers and brings consumer concerns to the attention of government and industry decision makers. Services include material on Medicare and supplemental health insurance for the elderly.

NATIONAL COUNCIL OF SENIOR CITIZENS: A nonprofit association of clubs, councils, and other community groups. Services include information about legislation of interest to older adults, Federal programs for the elderly, Medicare and Social Security benefits, and employment and housing programs for the elderly. Membership benefits include Medicare supplemental health insurance, prescription medications at reduced prices, and discounted travel services.

NATIONAL COUNCIL ON THE AGING: (NCOA) A nonprofit national membership organization for professionals and volunteers that consists of many subgroups, such as National Institute of Adult Day care, National Center of Rural Aging, and Retirement Planning Program. Services include information on training programs for the elderly, services for frail elderly living in their own home, assuring access to health and social services, and increasing elder participation in artistic and cultural programs.

YMCAs and YWCAs: Provides a wide range of leisure and physical fitness programs locally for the elderly.

ORGANIZATIONS ADDRESSING SPECIAL HEALTH NEEDS

ALZHEIMER'S ASSOCIATION: Voluntary organization that sponsors public education programs and supportive services for Alzheimer's disease patients and their families. Services include a twenty-four-hour hotline.

AMERICAN ASSOCIATION FOR GERIATRIC PSYCHIATRY: An organization of psychiatrists who have interest in mental health care for older people.

AMERICAN FOUNDATION FOR THE BLIND: An organization that develops and provides programs and services for people who are blind or visually impaired

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION: (AOTA) A national membership organization for occupational therapy practitioners who provide services for the elderly to enable them to adapt to aging, increase functional independence, prevent disability, and maintain wellness.

AMERICAN PHYSICAL THERAPY ASSOCIATION: (APTA) A national membership organization of health professionals who help patients recover the greatest possible function following an injury, a stroke, or other illness.

ARTHRITIS FOUNDATION: A national voluntary organization with local chapters that distribute information to the public about arthritis and rheumatism disease.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION: (ASHA) A professional society that supports the study of communication and the treatment of communication disorders.

NATIONAL STROKE ASSOCIATION: The association provides information about strokes and offers supportive services to people who have had strokes.

SELF-HELP FOR HARD OF HEARING PEOPLE: (SHHH) A nonprofit organization concerned with the welfare of people with hearing impairments.

IN-HOME SUPPORT

NATIONAL ASSOCIATION FOR HOME CARE: (NAHC) A professional organization representing agencies, hospice programs, homemaker and home health aide agencies, and others.

NATIONAL ASSOCIATION OF MEAL PROGRAMS: A national association of professionals and volunteers who provide meals to individuals who are homebound

AGING NETWORK SERVICES: A national for-profit organization network of private practice social workers who serve as care managers for elderly parents who live apart from adult children. Provides assistance with daily living activities, such as shopping, housekeeping, transportation, and communication for out-of-town family members.

Common duties of Entry-Level Jobs

❀ An individual who is willing to work, excited about the job, and determined to succeed, can find a number of different entry-level job opportunities in services for the elderly. The **entry-level jobs** might be found in home-centered health services and institutional care facilities. Positions in services for the elderly include caregiver, home-health aide, housekeeper, home attendant, homemaker-home health aide, companion, personal attendant, and home-maker. Individuals working in services for the elderly contribute toward helping people lead healthier, happier, and more independent lives. Entry-level positions require all or some of the following duties to be performed under close professional supervision:

Personal Care–Personal care includes all those areas generally taken for granted:

- *care of the teeth, gums, and mouth*
- *grooming (combing hair, shaving, and trimming nails)*
- *baths (in bed, tub, and shower)*
- *care and selection of clothes*
- *toileting (sitting on and getting up from a commode, toilet, or bedpan)*
- *simple movements (from bed to chair or wheelchair)*
- *walking (with crutches, canes, walkers, or gentle assistance)*
- *exercising*
- *dressing*
- *preparing and serving special diets*

Domestic Chores–Domestic chores include all the things done around the house plus some basic health care:

- *preparing and serving meals*
- *dishwashing*
- *feeding pets*
- *making and changing beds*
- *dusting and vacuuming rooms*
- *cleaning the kitchen and bathroom and listing needed supplies*
- *shopping for supplies and doing errands*
- *doing laundry*
- *checking the laundry to send out*
- *ironing and mending*
- *emptying trash*
- *cleaning and defrosting refrigerator*
- *reading and writing for the elderly person*

- → transporting or escorting the individual
- → taking messages
- → recording both TPR (temperature, pulse, and respiration) and fluid intake and output when required

Health Care–Health care includes performing routine health care tasks:

- → assisting with prescribed skin care and prevention of possible body and muscle deterioration due to bed confinement (back rubs, turning bedridden person, exercises, and massages)
- → helping in the use of support devices
- → assisting with changing clothes
- → observing and recording TPR
- → general monitoring of the individual's conditions
- → reminding person to take medication
- → applying heat or cold to problem areas such as aching back
- → assisting with exercise and walking

ENTREPRENEURSHIP
ADVANTAGES AND REWARDS

⇨ Entrepreneurship is attractive to many people because it is seen as an opportunity to gain personal rewards. Listed below are some of the advantages and rewards of owning and operating one's own business.

Directions: Rank these rewards in order of personal importance to you by placing the number 1 in the box next to the *most important* and 6 in the box next to the *least important*.

☐ Being independent
☐ Earning a potentially high income
☐ Gaining personal growth
☐ Making decisions
☐ Being creative
☐ Choosing work hours

Successful entrepreneurs are characterized by the following traits:

Technical knowledge of how to operate a business
Ability to absorb setbacks
Patience to wait until the business becomes successful
Ambition, energy, and drive
Independence
Ability to take full responsibilities for decisions
Realistic expectations about the work required
Persistence
Ability to communicate
Resources to out last lack of income

ELDER CARE NEEDS OF THE FUTURE

"It struck me that one of the emerging issues all over the country is the matter of mobilizing the productive capacity of older people."

—Reprinted with permission of the © Hogg Foundation for Mental Health, The University of Texas at Austin, 1985.

"The question is whether we are going to have public and nonprofit organizations providing services and looking out for the elderly, or are we going to have entrepreneurs selling services and looking out for the bottom line?"

—Reprinted with permission. AARP Highlights, *Getting into the Act*, September-October 1992.

"As people live longer, the services they need to remain independent in the community become increasingly complex."

—Reprinted with permission. AARP Highlights, *Getting into the Act*, September-October 1992.

"Federal funding has not grown with the growing needs or growing numbers of elderly."

— Reprinted with permission. AARP Highlights, *Getting into the Act*, September-October 1992.

"Although Older Americans Act programs are available to anyone over the age of 60, the reality is that funding is targeted to those with the greatest needs, such as the frail elderly, the homebound, and the poor. We have tremendous waiting lists for people wanting to receive home-delivered meals. The increases in funding have been small compared to the need for services in their community."

— Reprinted with Permission. AARP Highlights, *Getting into the Act*, September-October 1992.

TA 18

WOULD YOU HIRE THIS PERSON?

Directions: Each of the following case studies involves a potential employee in services for the elderly. Read the case studies and decide whether or not you would hire each person based on physical capabilities.

➥Ben stayed up until 3:00 a.m. working on a science project. He yawns constantly during the interview.

➥While discussing job duties, Martha's stomach makes loud grumbling noises. She comments that she never eats breakfast.

➥Julie mentions that she arises at 6:00 a.m. everyday to run two miles before breakfast. She expresses a commitment to continue her exercise program after employment.

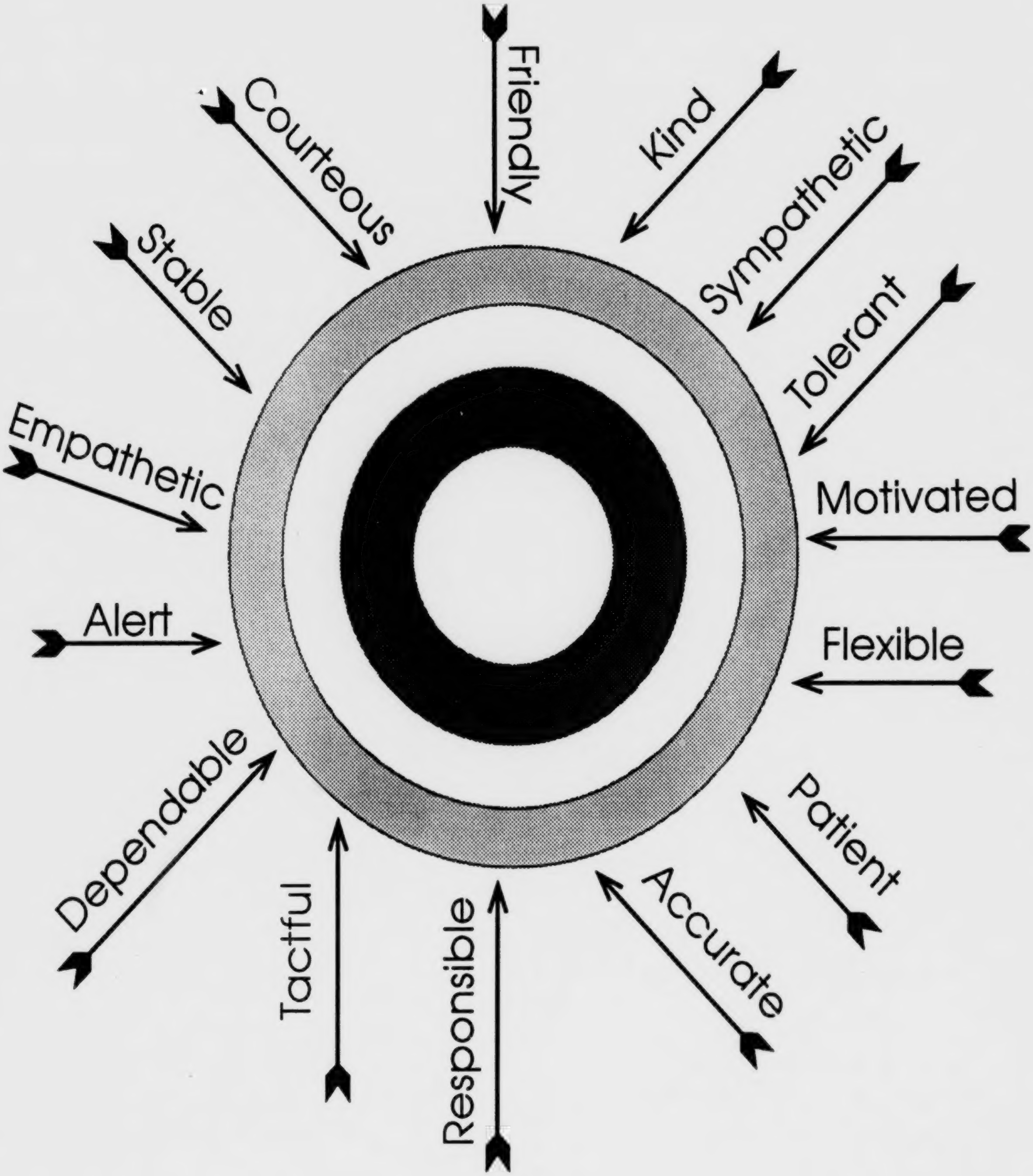
➥Rosalinda has excellent references from her past job. You notice that she has on many rings and bright purple nail polish.

➥Mark appears well groomed and sits erectly in the chair during the interview.

➥Elizabeth bites her fingernails during your interview. She sits slouched comfortably on the sofa.

➥Mary-Ellen appears right on time, well dressed and well rested for the interview. She appears physically fit and enthusiastic.

CAREER SUCCESS IN ELDER CARE SERVICES



Personal Inventory of Attitudes

Attitudes Leading to Career Success

Directions: Reflect on your own attitudes. For each attitude mark an "X" at the place on the line that you feel best describes you. The vertical dotted line represents an average rating.

Tactful ____________ Offensive

Cooperative ____________ Uncooperative

Willing to learn ____________ Unwilling to learn

Reliable ____________ Unreliable

Punctual ____________ Tardy

Enthusiastic ____________ Unenthusiastic

Sincere ____________ Insincere

Courteous ____________ Discourteous

Creative ____________ Unimaginative

Flexible ____________ Inflexible

Willing to follow instructions ____________ Reluctant to follow instructions

Responsible ____________ Irresponsible

Patient ____________ Impatient

Tolerant ____________ Intolerant

Kind ____________ Harsh

Friendly ____________ Hostile

Sympathetic ____________ Unsympathetic

Time Management

A caregiver should take a few minutes at the beginning of the day or shift to plan and organize the day's work. Although the daily routine may vary, certain tasks must be accomplished. Implementing work simplification into the plan for organizing work will help the caregiver accomplish routine work efficiently. Work simplification means the simplest, easiest, and quickest method of doing quality work. Wasted effort can be avoided when the caregiver becomes motion conscious, learns to use simple rules, and understands the rewards of work simplification. Some general rules for reducing fatigue and increasing the amount of work to be done include the following:

- Eliminate unnecessary steps.
- Select the correct tools and supplies for the job.
- Maintain good posture.
- Concentrate on the task.
- Clean up as a task is completed.
- Return tools and supplies to their proper place.
- Make use of return trips.
- Store items used frequently where they are easily reached.

BEST COPY AVAILABLE

Multiple Roles of Individuals

Case Study A

Charles is employed as a home health aide. He stays four hours a day with Mr. French, a ninty-year-old, who is still ambulatory but suffers from very poor vision. Mr. French talks to Charles all afternoon each day about his physical problems and about relationship problems with his children. Charles goes home emotionally exhausted. He finds it difficult then to concentrate on his homework. Instead, he wants to do something fun after what he considers a "depressing" day's work. Recently, his grades have begun to slide.

Case Study B

Mary works as a dietary aide in a long-term care facility. She is married and has three children, ages three, five, and seven. When she arrives home, she finds the thought of preparing food exhausting. Therefore, she often serves her husband and children packaged meals, or she wants to eat out or have food delivered. Her husband complains about the meals, and they are experiencing some financial problems.

Case Study C

Ellen is the director of an elder care center. Often her job involves being a good listener for clients who have problems. At the end of the day, Ellen is tired of listening and problem-solving. When she arrives at home, her children are anxious to share all the things that have happened during the day at school. Ellen finds it difficult to switch roles and be an enthusiastic listener at home.

Case Study D

Ken St. John is married, the father of three active teenagers, works at a demanding job, and is the only son of his elderly parents. Ken's three sisters live in other towns in the state; he is the only child who lives in the same town with their parents. Mr. and Mrs. St. John are in poor health, but continue to live in their own home and depend on Ken a great deal. They call him several times a week for assistance and advice on major and minor concerns . He often runs errands for them on his lunch hour in order to spend time with his wife and children in the evenings. Ken loves his parents and wants to meet their needs, but sometimes he resents the constant demands on his time which is already filled with responsibilities with no time available for personal relaxation.

Work Simplification

WHO?

Who is responsible ?
Can the task be shared?
Should the caregiver or a
family member give assistance
with bathing?

WHEN?

When should the job be done
for greatest efficiency? Should
dishes be washed after each meal
or once a day?

WHERE?

Select the best place to
do the job? Do the laundry
at home or send it out?

WHY?

Is this job necessary?
Must bed linens be changed
daily or is weekly sufficient?

HOW?

What steps are involved
in getting the job done?
Should you ride the bus, take
a taxi, or walk to the store?

WHAT?

Name the task to be done.
Be specific.

ENCOURAGING INDEPENDENCE

Directions: Use the key questions following each case study as a guide for discussing solutions to the following situations.

Lisa goes to see Mrs. Croy every day, even when she is not working. Lisa worries that Mrs. Croy will forget to take her medicine or refuse to eat right if she is not there. Lisa feels good about her job because she knows she is important to Mrs. Croy. She is glad that Mrs. Croy depends on her. Mrs. Croy refuses to feed herself when Lisa is at work. She knows Lisa will feed her and that she will not have to eat alone.

? What can Lisa do to encourage Mrs. Croy to be more independent?

Tom, a widower, was a very independent man who recently suffered a stroke. His right arm and hand are nearly useless, limiting his ability to cook for himself safely, dress himself, shave himself, or write his own letters. Now Tom depends on Ben, his home helper, to do everything for him. Tom is frustrated about the situation.

? How can Tom remain dependent on Ben, yet regain some independence? What can Ben do to help?

Mrs. Maples is an older woman who does not prepare nutritious meals, has cataracts, and can barely see. She has a stack of unopened bills and Social Security checks. Mrs. Maples tells her aide Nita that she may as well die because there are so many problems. Mrs. Maples doesn't think Nita will stay long enough to help.

? What can Nita do to help Mrs. Maples trust her and become more independent?

Mr. Sullivan can no longer see well enough to drive his car. He lives next door to Mrs. Gregory who cannot lift heavy grocery bags. Mrs. Gregory drives Mr. Sullivan to church every week and carries his groceries into his house.

? How do both of them gain from this relationship? When you have helped someone, is it easier for you to accept help yourself later? Why? How important is it to be needed? How can an elderly person achieve a balance between getting help and giving help, being dependent and being independent?

MEDICAL PROBLEMS OF AGING

Aging is the process of decline or deterioration of normal human life functions following the height of health and child rearing.

THE PROCESS OF AGING

Normal - It occurs among all life forms and among all humans.
Intrinsic - It occurs separately from environmental or other forces.
Irreversible - Changes occurring as a result of aging are permanent.
Variable -It occurs at different rates in specific organs.

Aging is not a disease; it is a normal, slow decline in life functions accompanied by certain problems and changes. Being old is not the same as being ill. Many elderly people can have good health. Aging is normal, and even very old people can have good health. If their bodies are treated well, then aging is a much less dismal process.

SPECIAL PROBLEMS OF THE ELDERLY

There are a multitude of underlying physiological changes. Although these changes are normal, they may alter the way an elderly person responds to disease and the ability to cope with physical problems.

- Physical disease in the elderly might be more difficult to detect.
- Physical disease might be present as a mental change such as in Alzheimer's disease.
- Drugs in the elderly may act differently, interact frequently, and be harder to control.

Health problems in the elderly are frequently chronic. The medical problems of the elderly are special and often complex. Although aging is not itself a disease, geriatric health workers know about this normal life process and the many special problems that accompany aging.

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PHYSICAL CHANGES OF AGING

External Changes

- Hair grays, thins
- Skin becomes less elastic, drier, wrinkled, thinner, and discolored
- Eyelids thicken

Internal Changes

- Bones become brittle, porous, lighter, and more easily broken
- Joints become stiff
- Arteries become less elastic
- Blood vessels become more prevalent
- Ligaments, tendons, and cartilage wear thin causing over all body shrinkage
- Lungs become rigid and stiff, reducing function of other organs
- Vision becomes less acute
- Hearing often becomes less acute
- Less aware of scents and taste is dulled
- Taste and smell become dulled

AGING, ORGANS, AND SYSTEMS

Directions: Identify the correct organ system by writing in the word *cardiovascular*, *respiratory*, *digestive*, *urinary*, *skeletal*, or *muscular* in the blank space provided.

Organ System	Aging Effects
	Head shrinks Heart walls thicken Heart valves less flexible thicken do not close efficiently Decreased oxygen use Dcreased cardiac output Increased fatty deposits Increased blood pressure
	Decreased blood flow through kidney Decreased kidney function
	Muscle tissue shrinks Decreased reflexes
	Lungs become rigid and stiff Decreased breathing ability
	Bones - brittle, porous, lighter Cartilage - atrophies, joints stiffen Increased broken bones
	Change of glands in systems Effects absorption rate, taste, smell, and certain drugs Decreased digestive enzyme levels Decreased bowel activity

Answers: cardiovascular, urinary, muscular, respiratory, skeletal, digestive.

Aging Behaviors and Helpful Suggestions

Aging Behavior	Suggestions
VISION DIFFICULTIES might produce_ • Coordination difficulties (buttoning, finding food on plate) • Tunnel vision (visual hallucinations) • Squinting • Color selection (bright over dull) • Inability to cope • Difficulty distinguishing an object from its background	Position objects in vision field Position objects consistently Label objects Simplify visual field Give verbal indication of actions Provide compensators: taste, smell, and others
HEARING DIFFICULTIES might produce_ • Increased volume in speaking (shouting) • Tipping head or moving position to facilitate hearing • Asking for things to be repeated or confusing words • Giving blank looks, being disorentated, giving inappropriate responses, and saying yes or nodding when not really understanding • Isolation, withdrawal from social participation • Not reacting, slammed door, loud noise • Emotional upset, hyperactivity, frustration, and anger: It is a typical normal reaction not to admit, but to lash out	Stand in front of person you are speaking to (give opportunity for lip reading) Make sure person is aware that he or she is being addressed; touch the person slowly to assure attention Use gestures or objects to illustrate message, point in direction Use short sentences Attempt to speak toward ear
TASTING DIFFICULTIES might produce.... • Loss appetite (no taste, weight loss) • Increased appetite (to achieve some taste, weight gain • Statements about food, complaints about bitter or sour flavors • Questions, mistaken identity of foods • Tongue coating • Excessive seasoning, increase sugar and salt	Presenting food attractively increases person's willingness to eat Separate food rather than mixing food on plate Vary texture Maintain good dental care Having taste parties to teach using vision and smell to identify foods and to increase social enjoyment associated with food

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Aging Behavior and Helpful Suggestions continued

Aging Behavior	Suggestions
SMELLING DIFFICULTIES might produce... • No reaction to unpleasant odors • Nasal congestion • Comments, such as "Can't smell the flowers." • Increased body odor or overuse of fragrance	Encourage smelling before feeding Explain what foods are and encourage thinking of smell Label items that look alike
TACTILE DIFFICULTIES might produce... • Avoidance (withdrawal from sewing, touching other people, and touching unfamiliar objects) • Extremes in recognizing pain (cannot detect or overreacts) • Oral exploration (place object in mouth to determine what it is • Not responding to pressure • Grasping objects tightly (overreacting)	Talk, give an explanation of what you are doing Assure grip before release Touch, increase pressure just enough for person to feel your touch but not enough to hurt the person.
DEXTERITY DIFFICULTIES might produce... • Discontinued handwriting, such as letter writing • Difficulties in such daily activities as grasping, opening heavy doors, manipulating buttons and zippers , and lacing shoes • Spilling	Position items for easy reach, use magnetic latches, or take cabinet doors off Change door knobs to handles Allow and encourage more time Encourage independence
BALANCE DIFFICULTIES might produce... • Poor posture (tilt forward) • Dizzines • Holding to immobile objects or wall when walking • Shuffling gait	Support on side which needs support Assist in standing; use body as lever Teach person to grasp you for support Provide handrails on walls Have patience

TA 29a

SENSITIZING PEOPLE TO THE PROCESS OF AGING: A SIMULATION

Becoming Sensitive to...

Vision Changes

1. Obtain a set of swimmer's gogles and
    - paste yellow transparent plastic paper on the lenses to represent the yellowing of the lens of the eye
    - paste strips of black paper in a circle around each eye to depict tunnel vision
    - paste spots of black paper on the goggles to represent spotted vision
2. Vary the light intensity of the room slowly and dramatically to illustrate the circumstances of light and dark adaptation. Read the first word from the list on the chalkboard or overhead projector.
3. Use totally blackened goggles to represent blindness.

Hearing Changes

1. Use a set of swimmer's ear plugs, ear muffs, or stocking hat to dull the sound of people talking. Give a partner directions on how to accomplish a simple task, such as separatin an egg. Time each other to illustrate how hearing loss might affect how fast a person accomplishes a given assignment.
2. Use speech itself as a training tool.
    - Two or three students give instructions to another student at the same time. Students should repeat the given instructions.
    - Students with different voice levels read aloud the same passage from behind a screen
    - Students speak at differing speeds
3. Have blindfolded student should listen to instructions which are given at a fast pace. This exercise shows how we depend upon seeing someone talk to hear what they are saying.

Tactile Changes

1. Plastic gloves - Through the use of plastic gloves, simulate difficulties in distinguishing water temperatures and in grasping small objects. Pick up a small square of paper from the table.
2. Numz-It - This liquid material used on babys' teeth desensitizes the finger for a short period of time.
3. Tie your shoes, button a shirt, or buckle a belt while wearing a thick pair of gloves.

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Sensitizing... Continued

Dexterity Changes

1. Write your name trying to use your left hand. One-handed exercises will demonstrate the difficulty encoutered by a person who is missing a limb or who has lost the use of a limb.

2. Take masking tape and place it around several fingers or joints to represent a missing finger or stiffened joint. Unscrew a jar lid or open a can.

3. Use elastic bandages to totally or partially ddisrupt the functioning of one limb, such as a leg or knee joint.

Tasting Changes

1. Use a blindfold to block out visual and smelling capacities by use of a blindfold and cotton in the nose and identify the following:
   - an apple versus a potato
   - a potato chip versus a corn chip

2. Identify (by tasting) substances, such as lemons, beef, or pudding that has been pureed in a blender. Texture no longer aids in identification.

Smelling Changes

1. Use nose plugs or pieces of cotton to block the nostrils. Describe what it is you are smelling or tasting. Use apples, oranges, peanut butter, and chocolate.

2. Identify a variety of odors while blindfolded.

3. Identify a variety of odors in the presence of one very strong odor, such as musk oil.

Mobility and Balance Changes

1. Carry a set of packages in hand while trying to use a walker or cane.

2. Spin around a few times in a chair and try to walk a straight line. A person with a mobility problem will have a similar kind of dizziness.

3. Paste heavy sponge rubber on the bottom of a pair of shoes. Put the right shoe on the left foot and walk . Use ill-fitting shoes (the elderly many times do not have adequate footwear.)

PHYSICAL OBSERVATION CHART

Directions: Watching for early trouble signs can prevent a serious illness. Caregivers should watch for signs and report unusual observations to a doctor. Match the left column (parts of the body) with the (trouble signs to look) right column by writing a letter from A-L in the blank provided.

_____ 1. Hair and Scalp

_____ 2. Chest

_____ 3. Neck

_____ 4. Feet

_____ 5. Eyes

_____ 6. Back

_____ 7. Abdomen

_____ 8. Nose

_____ 9. Ears

_____ 10. Arms and Hands

_____ 11. Legs

_____ 12. Mouth

A. Swelling, tenderness, and pain or cramps

B. Drainage and changes in hearing

C. Ability to move, including a high reach and a tight grasp; nails with a bluish tinge

D. Inability to breathe clearly through the nose

E. Noisy breathing, cannot cough deeply, both sides do not move together with each breath, and rash or irritation under the breasts

F. Sores, dryness, and brittle

G. Mouth odor, sores or cracks on the lips, and poor condition of gums and teeth

H. Red or sore lids and rims, clouding in the eyes, and different sized pupils

I. Swelling at lower portion, and white or red patches that indicate potential pressure sores

J. Ability to move, including the distance kicked frontwards, sideways, and back wards; swelling or redness of knees and ankles

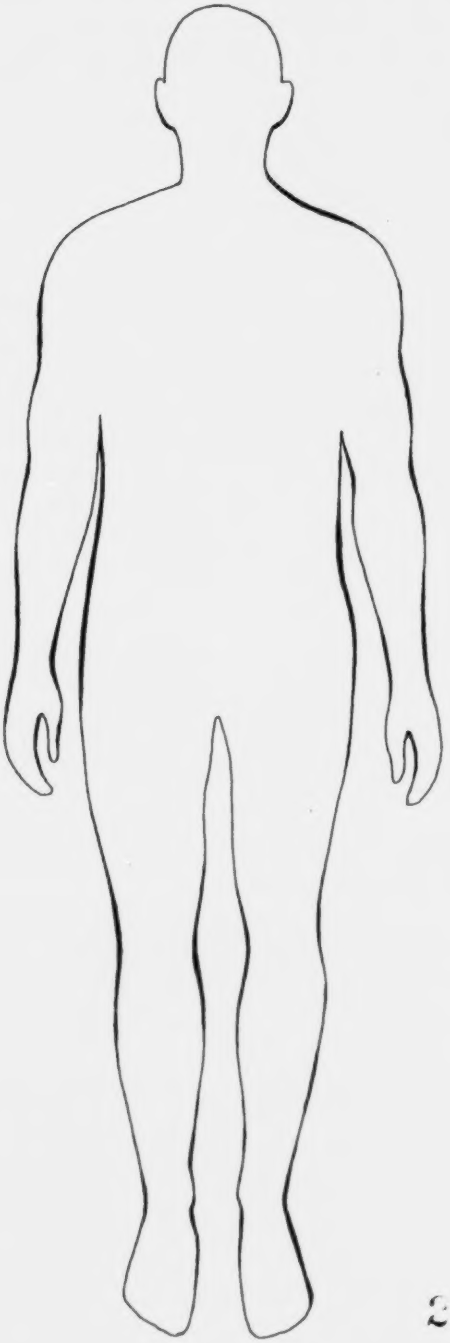
K. Swelling, unable to turn head from side to side

L. Sores on heels and the bones at the ankle, difference in color, and ingrown toenails

Answers: 1-F, 2-E, 3-K, 4-L, 5-H, 6-I, 7-A, 8-D, 9-B, 10-C, 11-J, 12-G

IDENTIFYING TROUBLE SIGNS

Directions: Draw a line to the area of the body where trouble signs might occur and list the possible changes in each area that would signal a health problem. (Use Teaching Aid 30, Physical Observation Chart, as a reference guide.)



TA 32

Getting in Touch With Feelings

Directions: Complete the following phrases about your feelings. Answers do not have to be shared with anyone else; sometimes feelings are too private to share. After completing the phrases for yourself, answer as you think you would fifty years from now.

✍ What other people like best about me is...

✍ When I am depressed, I feel better by...

✍ On my best days, I...

✍ When I am lonely, I...

✍ I am real good at...

✍ I am really good at...

✍ I let out my anger by...

✍ When I am sad, I...

✍ What I like best about myself is...

✍ I am afraid other people will...

SITUATIONS ABOUT *Feelings*

Case Study A

You have been a member of the athletic team, cheerleader squad, and band for three years. Suddenly, one day you come to school and learn that you have been replaced. Describe your emotions.

Case Study B

Your income for the past five years has come from a combination of a small allowance from your parents (10 percent of the total) and your after-school job (90 percent of the total income). You learn that next week your job will be eliminated and you can no longer work at all. How do you feel?

Case Study C

Sarah has been your best friend since first grade. You are able to trust each other and confide freely. She understands you and how you feel. You get a note from her mother telling you that they have moved. You cannot even talk to Sarah. How do you feel?

Dealing with Fear and Anxiety

Directions: Complete the following statements about yourself:

I am afraid of....

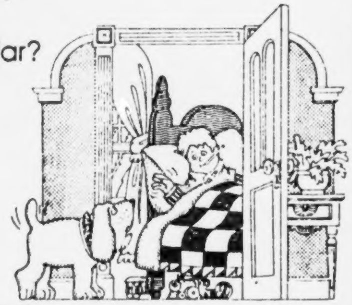
To minimize this threat I will....

When I am afraid I can....

- ☎ *call a friend (write name and phone number)*
-
-

FAMILY HISTORY INTERVIEW

- What was your position in the family's birth order? oldest? youngest? Were there any advantages? disadvantages?
- What were your duties as a small child? Describe your responsibilities as you grew older.
- Who cooked the meals? Who did the ironing?
- Did you buy or make your own clothing? Who was the family seamstress? Who repaired the family shoes?
- When did you learn to cook? Who taught you?
- Did you learn how to sew? crochet? knit? embroider? Who taught you?
- Did you ever learn the mechanics of a car? Who taught you?
- Did your parents keep in touch with distant family?
- Did you visit relatives often? Did they live near? far?
- How did you get your mail? How often?
- Did you have any childhood diseases?
- What do you remember about family pets?
- Were you especially close to anyone in the family?
- How did the family spend its evenings?



DAYS, SEASONS, AND SPECIAL OCCASIONS

- What did Saturday mean to you?
- Was Saturday night bath night? Where? How?
- Did you have special shopping habits at Christmas-time or Hanukkah-time, birthdays, or other gift-giving times? Did you earn your own money to buy presents?
- How did you spend Christmas or Hanukkah, New Years, Cinco de Mayo, Thanksgiving, Easter, Fiestas del Llano, Juneteenth, Mother's Day and Father's Day? Describe. Did you observe special traditions? Did you exchange gifts?

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Family History Interview Continued

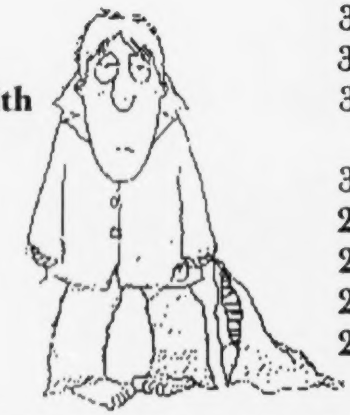
- What kind of gifts did you receive at Christmas or Hanukkah, Valentines Day, or other gift receiving days?
- What did Sunday mean to you?
- Did you attend church or synagogue on Sunday? alone? with your parents, family, or friends?
- Where did you attend church, synagogue or Sunday school?
- Did your family observe religious holidays? In what way?
- How did you observe the Fourth of July? Where?
- How was your birthday celebrated? Did you have a birthday cake?
- What kinds of gifts did you receive on your birthday?
- Did your family entertain often? What were the occasions?
- Did your family attend picnics? family reunions? What do you remember about them?
- How did you keep cool in the summer?
- Did you go barefoot in the summer?
- What did you wear during winter to keep warm?
- Do you remember any blizzards, tornados, or floods?
- How did these natural disasters affect the neighbors, relatives, or town? How did they affect you?

TA 36a

Stress Chart

Dr. Thomas H. Holmes of the University of Washington School of Medicine has researched the area of change related stress for the last twenty years. Listed below is the rating scale he developed for the various events that produce stress. Stress often precedes illness, ranging from heart attacks and ulcers to infections and similar physical ailments. As the number of stress-causing situations increase, so does the likelihood of illness. Below is a list of life events that produce stress. Each event is rated with a stress number. Determine which events occurred to you or someone else within the past year. Calculate the total stress rating by adding the stress rating numbers of all events applicable. Refer to the last page of this stress chart for a general interpretation of results.

Life Event	Stress Rating
Death of a spouse	100
Divorce	73
Marital separation	65
Jail term	63
Death of close family member	63
Personal injury or illness	53
Marriage	50
Fired from a job	47
Martial reconciliation	45
Retirement	45
Change in health of family member	44
Pregnancy	40
Sex difficulties	39
Gain of a new family member	39
Business readjustment	38
Change in financial status	37
Death of a close friend	36
Change to different line of work	35
Change in number of arguments with spouse	33
Mortgage over $10,000	30
Foreclosure of mortgage or loan	29
Change in responsibilities at work	29
Son or daughter leaving home	29
Trouble with in-laws	28



Reprinted with permission from *Journal of Psychosomatic Research*, Vol. II, T. H. Holmes & R. H. Rahe, "The Social Readjustment Rating Scale," 1967, Pergamon Press Ltd. Oxford, England.

Stress Chart Continued

Life Event	Stress Rating
Outstanding personal achievement	26
Wife begins or stops work	26
Change in living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours or conditions	20
Change in residence	20
Change in schools	20
Change in recreation	19
Change in church activities	19
Change in social activities	18
Mortgage or loan under $10, 000	17
Change in sleeping habits	15
Change in number if family gets together	15
Change in eating habits	15
Vacation	13
Christmas	12
Minor violations of the law	11
TOTAL STRESS RATING	

Interpretation of Results:

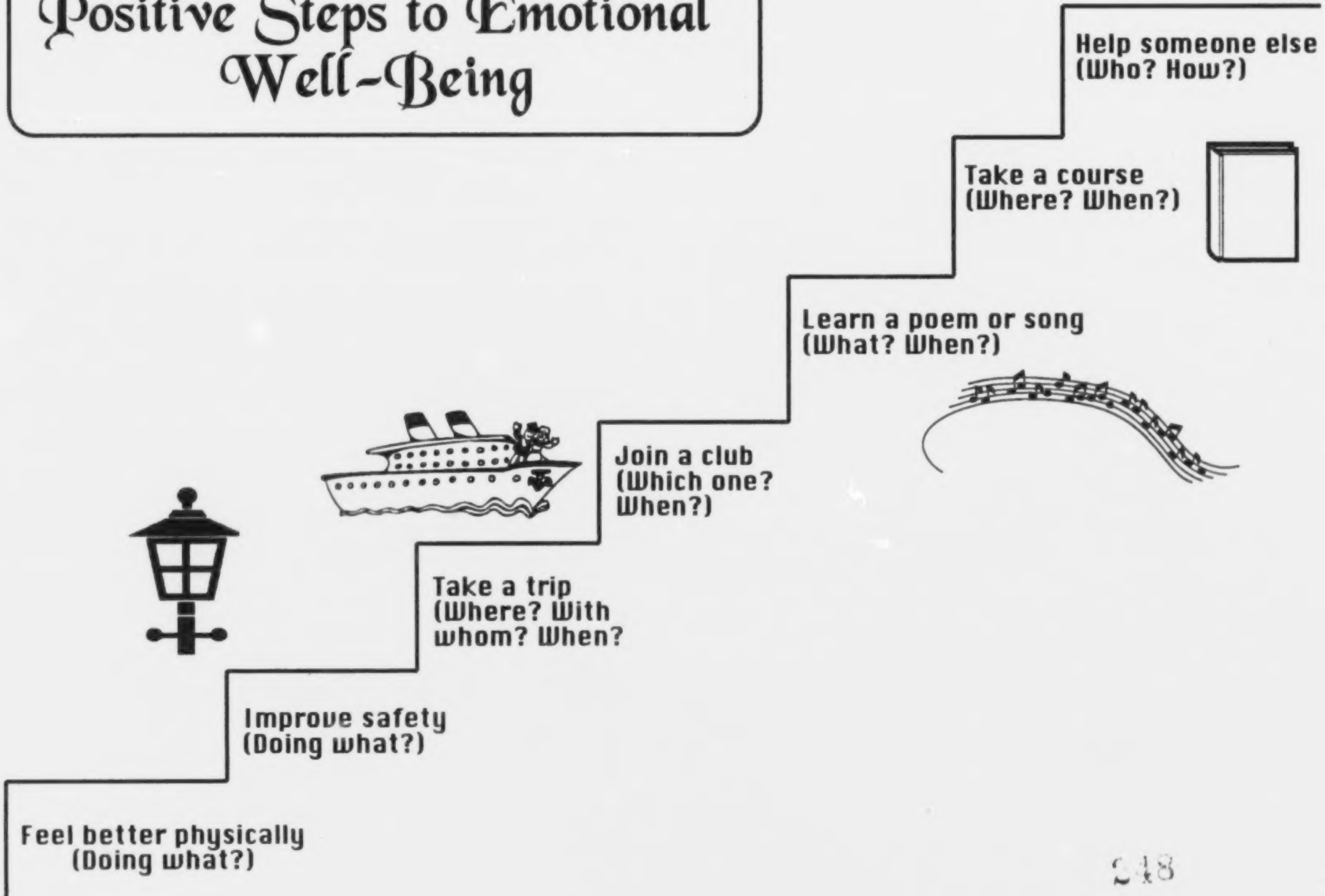
Under 150=no adverse reaction;

150-199=mild problem, 37 percent chance of developing physical symptoms;

200-299=moderate problem, 51 percent chance of suffering through health changes; over 300 well-being could be affected.

TA 37

Positive Steps to Emotional Well-Being



Feel better physically
(Doing what?)

Improve safety
(Doing what?)

Take a trip
(Where? With
whom? When?

Join a club
(Which one?
When?)

Learn a poem or song
(What? When?)

Take a course
(Where? When?)

Help someone else
(Who? How?)

TA 38

Letter of Sympathy

A letter of sympathy accomplishes certain things:

- It gives the writer a feeling of having helped in a difficult situation.
- The receiver is comforted to know of the writer's concern.
- The receiver does not have the strain of reacting to other persons.
- The receiver can go back to the letter and reread it at later times when comfort is needed.
- The receiver can keep these letters to share with a child when the child can understand the meaning of the letters.

When writing a letter of sympathy, remember it....

✔ should offer sympathy

✔ should offer comfort

✔ should show your concern for the receiver

✔ should show you are really thinking of the receiver

✔ may praise the receiver for courage or a special ability

✔ should be sincere

✔ might offer to perform a needed task such as grocery shopping, baby-sitting or running an errand that you know will provide relief from responsibility

✔ could appropriately relate a happy experience involving the dead spouse

✔ should not express your own awkwardness or inadequacy

✔ should not be a relation of your own distress

✔ should address itself to the receiver's sorrow or a shared loss

✔ should not reveal a horror of death

Reprinted with permission. Adapted from a publication prepared by Vivian H. Blair, Family Life Education Specialist - Aging, Texas Agricultural Extension Service, The Texas A&M University System, 1974.

Pretest On Mental Changes

Directions: Answer true or false.

T F 1. Old age is a time when people develop poor memories.

T F 2. The elderly decline in mental capacity.

T F 3. Short-term memory is the ability to retain information from a second to a few minutes.

T F 4. Elderly persons who are very confused should just be left alone.

T F 5. Confusion can be caused by isolation.

T F 6. Confusion may be treatable or reversible.

T F 7. A caregiver should help a mildly confused person be as much independent as possible.

T F 8. Response time generally slows down in the elderly.

T F 9. Knowledge and judgment decrease with age.

T F 10. Inadequate nutrition might contribute to confusion.

Answers: 1.F 2.F 3.T 4.F 5.T 6.T 7.T 8.T 9.F 10.T

QUIZ ON ALZHEIMER'S DISEASE

Directions: Circle the answer that you think is correct.

1. Alzheimer's disease is (**a brain / an arterial**) disease identified in 1907.
2. Alzheimer's disease affects (**10-20 / 20-30**) percent of the population eighty-five years and older.
3. Alzheimer's disease is the (**3rd / 4th / 5th / 6th**) leading cause of death.
4. The symptoms of Alzheimer's disease results from (**narrowing of the arteries or atherosclerosis / deterioration of brain cells**).
5. The average duration of Alzheimer's disease is (**5 / 8 / 12 / 16 / 20**) years and rarely lasts longer than (**10 / 20 / 30**) years.

Directions: Place a "T" for true or a "F" for false in the blanks provided.

6. The following are symptoms of Alzheimer's disease:
   a) ______ increase in memory loss concerning daily events
   b) ______ changes in thought patterns
   c) ______ inability to chew or swallow in the later stages
   d) ______ changes in speaking and writing abilities

7. ______ Alzheimer's disease is a degenerative disease that ultimately leads to death.

8. ______ Alzheimer's disease affects 8 percent of Americans over the age of sixty-five.

9. ______ Alzheimer's disease accounts for 150,000 deaths a year.

10. ______ Alzheimer's disease is a form of depression.

Answers: 1) brain, 2) 20-30, 3) 4th, 4) deterioration of brain cells, 5) 8 and 20. The rest of the answers are all true except for number 10 which is false.

DEALING WITH MENTAL CONFUSION

Case Study 1

The dog of an elderly man you are caring for has recently died. The last two mornings he has cleaned out and refilled his dogs water and food dish. Role play how you would help him to understand and adjust to the loss of his pet.

☛ Techniques include talking gently about his dog and how special the pet was in combination with explaining that his dog is dead and will not be back. Reassure him that depressing thoughts and sadness are normal feelings. Encourage him to express thoughts and feelings.

Case Study 2

You are caring for an elderly woman living alone. She has been forgetting appointments. taking medications, and names of people close to her. Demonstrate some of the ways you would minimize her mild confusion about the past and present.

☛ Examples include always calling her by name and identifying self by name; marking off each day on calendar at certain time in day; discussing photos of different relatives with names written on front; following a posted schedule of daily routine; reminders about medication; and placing chair by door or window so person can observe outside activity.

Case Study 3

You are caring for an elderly man who is very confused about where he is or who he is. Role play some suggested ways of assisting him.

☛ Examples include not leaving him alone; providing frequent reminders about who he is and where he is; and reminding him about events likely to happen in the near future and persons he is likely to see.

TA 42a

Factors Affecting Memory

- Memory lapses are most often caused by such factors as inattention, anxiety, or depression. Societal pressures increase these conditions in elderly persons. Living alone, stress, illness, adapting to loss of relationships, and the negative stereotypes of society all have an effect on the elderly and on memory.

- Memory change is relatively mild if there has been no brain damage due to lack of oxygen or illness, such as arteriosclerosis or high blood pressure. Elderly persons are capable of remembering cognitively 5 to 7 digits or items at one time (the same number as a young person).

- The elderly can improve their memory performance and lessen the number of memory lapses with practice. This improvement remains relatively stable. Paying attention and maintaining interest can lead to a major improvement in memory.

- The brain is like a filing system. Information must be put into the files and kept in the files until needed. When it is needed the information is retrieved by searching through the files.

Factors affecting memory can be classified into three categories: *biological*, *psychological*, or *social*. Biological factors would be those affecting the body physically. Psychological factors would be those related to the emotional state. Social factors would be those related to our society and culture.

Examples of Biological Factors	1. Hearing loss. When a person cannot hear all the information, then only part of what is said may be available in the files to retrieve later. 2. Alzheimer's disease or another type of dementia produces chemical changes in the brain that affect the information stored there. 3. A stroke may destroy information about how to walk or speak.
Example of Psychological Factor	Information has little meaning, such as remembering the name of someone new.
Example of Social Factor	Society's lack of appreciation or interest for information that an elderly person may have, such as the wisdom and experience stored in a person's brain. This can interefere with a person's ability to retrieve information.

Reprinted with permission. Adapted from *Improving Your Memory—A Home Economics Packet* by Judith L. Warren, Ph.D., Gerontology Specialist, Texas Agricultural Extension Service, Texas A & M University, 1984.

Factors Affecting Learning and Memory in Older Adults

- In the following chart the second column contains factors that affect input of information; the third column contains factors that affect the ability of the brain to store information; and the last column contains factors that affect recall of the information.

The Learning and Memory Process

Factors	Input	Storage	Retrieval
Biological	Visual Loss Hearing loss Energy level	Dementias Strokes Nerve cell loss Neurotransmitter changes	Dementias Strokes Nerve cell loss Neurotransmitter changes
Psychological	Cautiousness Attention Motivation Attitude Interest Effective state	Meaningful Practice remembering Selective forgetting	Self-criticism Performance anxiety
Social	Retirement Age segregatiom Mobility and transportation problems Financial limitations	Minimal expectations Lack of social role for older learner	Lack of value for wisdom of aged

Source: *Reprinted with permission. Psychological Distress in Aging-a family management model*, D. R. Eyde, and J. A. Rich, Aspen Systems Corporation, 1983.

TA 42c

Factors Affecting Learning and Memory in Older Adults

Directions: In the second column write examples of factors that affect "Mrs. Brown's" input of information; in the third column write examples of factors that affect the ability of "Mr. Kent's" brain to store information; and in the last column write examples of factors that affect" Mr. Bean's" recall of information. Use Teaching Aid 42b as a guide for choosing examples to complete this chart.

The Learning and Memory Process

Factors	Input	Storage	Retrieval
Biological			
Psychological			
Social			

CAUSES OF CONFUSION

Isolation and a lack of social contacts

Mental illness such as depression

Fat deposits which thicken the blood vessels in the brain

Low blood pressure or heart disease

Hypoglycemia or low-blood sugar

Thyroid or liver disease

Destruction of brain or nervous system cells

IMPROVING YOUR MEMORY BY C A R

There are three basic methods that can be used to improve memory: Concentration, Association, and Repetition (C A R).

Concentration

To learn something in the first place, you must pay attention. Concentrate on those things you want to learn. Sometimes distractions must be removed. If you are reading a newspaper and watching the television at the same time you may want to concentrate on each separately. It depends on what and how much you want to learn. You might ask yourself the following question: Will I need this information later? Can I look it up if I need it? Concentration uses energy, so think about your priorities.

Association

Association is another basic approach to strengthening memory. Some people use visual associations to aid their memory. Others use abbreviations or first letters, like FHA, to help them remember longer titles like Future Homemakers of America.

Associations help us index our thoughts by pairing the thought to something we can easily use as a clue to the original thought. For example, if you have forgotten a name, you might find that going through the alphabet will help. "Did her name begin with A-Alice, Amelia...no" and so on.

Repetition

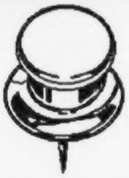
Repetition is the third way to improve your memory. When you are learning a poem for school, how many times do you recite it before you have it thoroughly memorized? With a few prompts you could probably recite poems you learned during previous school years!

Writing something down is a form of repetition. If you have forgotten to take your list of homework assignments home with you, you still may remember many of the assignments because you wrote them down earlier.

Another aspect of repetition, especially in regard to keeping track of things, is orderliness. Remember the adage, "A place for everything and everything in its place." It is usually when things are "out of place" that we cannot find them. Make it a habit to keep records of those vital things or whatever else you want to keep track of in the same place.

These three methods are the foundation upon which learning and remembering rely.

Adapted from *Improving Your Memory: A Home Economics Program Packet*, written by Judith L. Warren, Ph.D., Gerontology Specialist, Texas Agricultural Extension Service, Texas A&M University, 1984



Sample Reality Boards

❊ For elderly persons who can see fairly well, one needs to use visual means of reinforcing the verbal exchanges that focus on reality.

❊ Reality Boards can be made on a bulletin board, a flannel board, or a poster board with "pockets" for changing items.

The following are Samples of Reality Board format and content:

Today is October 16, 1993 *It is* Saturday

The weather is
sunny and windy.

Today we'll eat
- chicken for lunch
- stew for supper.

Activity today: Make stuffed animals for children's hospital

T.V. Program: Home Improvement 8:00 P.M..

Cora Mae Williams feels good today.

Today is Monday, March 22, 1993

It is cloudy and cool. Temp. is 67°.

Pastor Jones is coming to visit at 10:00 A.M...

BEST COPY AVAILABLE

Strategies and Devices For Remembering

Situation: Remembering to take prescribed medication.

Devices and/or strategies: Place medication in a saucer, a cup, or a special receptacle each night for the following day. If administering medication to someone else, a list and dated chart can be used to check off when the medication is given.

Situation: Remembering keys, eyeglasses, or dentures.

Devices and/or strategies: Decide the most convenient place for these items and form the habit of placing them in the same place each time.

Situation: Remembering what to buy and tasks.

Devices and/or strategies: Organize lists by categories such as dairy, produce, and laundry. If there is more than one stop, organize list by place such as bank, library and cleaners.

Situation: Remembering to turn off the stove; remove the laundry from washer or dryer; leave on time for an appointment.

Devices and/or strategies: Set a timer for the appropriate amount of time.

Situation: Remembering to pack all necessary items when leaving on a trip.

Devices and/or strategies: Keep a list of items to be packed and cross off items as each is packed.

Situation: Remembering whether bills have been paid

Devices and/or strategies: Place all bills in an envelope and as they are paid, write *paid* and the date the bill was paid on the bill stub.

Situation: Remembering whether reimbursement for Medicare and/or other payments due have been received.

Devices and/or strategies: A notebook listing in columns, date of visit to doctor, doctor's name, the amount paid to the doctor, and a column to check when reimbursement is received.

Situation: Remembering to remove frozen food from the freezer.

Devices and/or strategies: Hang reminder notes on the refrigerator or freezer door.

Adapted from *Improving Your Memory: A Home Economics Program Packet*, written by Judith L. Warren, Ph.D., Gerontology Specialist, Texas Agricultural Extension Service, Texas A&M University, 1984.

Situation: Remembering to serve all the items you have planned when entertaining.
Devices and/or strategies: List the menu items and check off each one as it is removed.

Situation: Remembering names and ages of grandchildren/remembering names of friends and acquaintances.
Devices and/or strategies: Write grandchildren's names and birthdays under their photo in a photo album.

Situation: Remembering what you came into a room or closet to get or do.
Devices and/or strategies: Do the chore the second you think of it, or write it down for doing later. Relax—anxiety causes memory lapses.

Situation: Remembering the content of a play or film
Devices and/or strategies: Keep a file of playbills.

Situation: Remembering to replace the telephone taken off the hook or cradle.
Devices and/or strategies: Place the phone in such a position that you must see it when you walk into the room.

Situation: Remembering birthdays and anniversaries.
Devices and/or strategies: Keep a calendar or special notebook for this purpose.

Situation: Remembering appointments.
Devices and/or strategies: Calendars are a must, either pocket or desk. Form the habit of consulting the calendar daily.

Situation: Remembering what is read
Devices and/or strategies: To help concentration turn the headline into a question. In seeking the answer, concentration and memory are improved.

Situation: Remembering one's destination when riding a bus, train, or subway.
Devices and/or strategies: Take along the written address of your destination.

Situation: Remembering the day of the week or the date.
Devices and/or strategies: If no daily newspaper is available, TV and radio morning news usually give the date, time, and day.

ROLES OF THE ELDERLY

Directions: Check the different roles that are played by a parent or adult friend; indicate the frequency that each checked role is played. Repeat the same procedure for a grandparent or elderly friend. Compare the number of roles played and frequency of the roles between the two age groups.

ROLES	Parent/Adult Friend			Grandparent/Elderly Friend		
	Daily	Weekly	Monthly	Daily	Weekly	Monthly
Spouse						
Parent						
Grandparent						
Sister/brother						
Daughter/son						
Friend						
Neighbor						
Church member						
Volunteer						
Employee						
Other						

What new roles could the elderly add?

TA 48

FACTORS THAT INFLUENCE MORALE

Directions: Rank the seven sources of high morale in order of importance to the elderly (your opinion). Rank the seven sources of low morale in order of most disturbing to the elderly (your opinion). Circle 1 for factors contributing the most to either high morale or low morale and circle 7 for factors contributing the least. Ask two elderly persons to rank the sources of high morale and the sources of low morale. Record the answers provided by the first person in the column labeled FIRST and use the column labeled SECOND for the answers of the second elderly person. Compare answers in the three columns.

Sources of High Morale	How You Think The Elderly Would Respond	Interviews FIRST	Interviews SECOND
Entertainment/diversion	1 2 3 4 5 6 7		
Adequate socializing	1 2 3 4 5 6 7		
Productive activity	1 2 3 4 5 6 7		
Physical comfort	1 2 3 4 5 6 7		
Financial security	1 2 3 4 5 6 7		
Mobility/movement	1 2 3 4 5 6 7		
Health	1 2 3 4 5 6 7		
Sources of Low Morale			
Dependency (financial and physical)	1 2 3 4 5 6 7		
Physical discomfort	1 2 3 4 5 6 7		
Loneliness	1 2 3 4 5 6 7		
Boredom	1 2 3 4 5 6 7		
Mental discomfort	1 2 3 4 5 6 7		
Loss of respect or prestige	1 2 3 4 5 6 7		
Fear of dying	1 2 3 4 5 6 7		

TA 49

OPPORTUNITIES FOR INVOLVEMENT

Service Projects

If elderly individuals are confined to a bed or wheelchair, they can stay involved by helping their communities in a number of ways:

Telephone reassurance: making daily phone calls to other older people who live alone

Storytelling: having weekly storytelling hours for neighborhood children

Writing: researching and recording a town's history for a local paper, or writing a weekly column from an "elderly person's point of view"

Political activities: this may include addressing campaign literature or making phone calls to encourage voter registration.

Social Group

Many communities have social groups and clubs for the elderly. Most local senior centers can provide a list of what is available in the area. Many clubs and groups fall into the following areas: Bible study, cards and games, crafts, gardening, hobbies, modified sports, reading circles, and volunteering.

Religious

Devotion and prayer are major parts of many older people's lives. If an older person is unable to leave the home or facility where they live, local clergy usually have suggestions for ways in which the elderly may be assisted. There is often a need for assistance in making phone calls and mailing church literature. For the elderly who are mobile, there are Bible study groups and church, parish or temple activities.

Local School involvement

Classroom grandparents are becoming a growing trend in many schools. They help with parties, attend recitals or plays tutor, and provide help with reading or by being a pen pal to help better student's writing skills.

Social Events

Many elderly persons enjoy giving or going to parties. It gives them the chance to socialize with those that they do not see everyday. Some elderly enjoy preparing the food, or decorating the table or room for the party as much as attending. Older persons also make great storytellers at children's parties and enjoy the honor.

SOCIAL CHANGES

Case Study A

Your grandmother lives in another city. She is confined to her bed. She loves to talk to people but has few visitors. How can you help her become socially involved?

Case Study B

Marion James is a charter member of the River City Garden Club. Her failing health prevents her from attending the monthly meetings. As her neighbor, how can you help her maintain contact with this social group?

Case Study C

Mr. Martinez has been active in state politics for many years. Many of the meetings in which he has always participated require him to travel out of town. He is not able to drive because of his poor eyesight. How can he still participate in state politics?

Case Study D

Betty Coleman loves to entertain people in her home. After she retired, she moved to a small apartment in a new neighborhood. Her income is limited. How can she become socially involved in her new neighborhood?

Case Study E

Robert Logan has recently gone to live with his daughter and her family in another state. Robert is alone in the home during the day while the family members are at work and school. He is afraid to go out alone during the day because he is not familiar with the city. How can Mr. Logan make friends in his new environment?

TA 51

Continuums of Choice

INDEPENDENCE

(Elderly person living in isolated nuclear household or living alone)

(Married, elderly couple living in extended family of three generations)

I

II

ISOLATION — INTEGRATION

III

IV

(Elderly in long-term care facility)

(Widowed parent living with one child, increasing disability)

DEPENDENCE

WARNING SIGNS CHECKLIST

☞ Should a person be staying home alone? Listed below are some warning signs that family and friends should be alert to when evaluating the safety of a loved one who is living alone. Even one questionable area should not be ignored.

✔ **Eating**
Person not eating or not eating right

✔ **Bathing-Hygiene**
Person not bathing or disinterested in personal hygiene

✔ **Dressing/Grooming**
Person looses interest in appearance or does not dress all day

✔ **Medications**
Person takes medicine at wrong time or takes the wrong dosage

✔ **Housekeeping**
Person not able to maintain or clean house as before

✔ **Mobility**
Person not able to move without some assistance or has frequent falls

✔ **Security-Safety**
Person is alone, vulnerable, and might require daily visits

✔ **Independence**
Person is increasingly dependent on others for assistance with transportation, shopping, financial affairs, laundry, and other everyday needs

✔ **Socialization**
Person is not in contact with others or lacks group interaction

Reprinted with permission. The Pioneer Hotel-A Retirement Residence, 1204 Broadway, Lubbock, Texas 79401.

TA 53a

HOUSING ALTERNATIVES

Directions: Complete the two columns "advantages" and "disadvantages" from the perspective of the elderly person as well as from the perspective of the caregiver of the elderly person.

Housing Alternatives and Descriptions	Advantages	Disadvantages
Private Residence		
Retirement Village or Community		
Condominium		
Shared Housing		
Mobile Home		

TA 53b

Housing Alternatives and Descriptions	Advantages	Disadvantages
Adult Foster Care		
ECHO Housing		
Long-Term Care Facility (Nursing Home)		
With Relatives		

Adult Foster Homes

Adult Foster Homes Provide:

- ✔ community based service
- ✔ 24 hour supportive care
- ✔ private residence care
- ✔ security of family life
- ✔ care to disabled and elderly
- ✔ care to physically disabled persons
- ✔ care to emotionally disabled persons
- ✔ care to mentally disabled persons
- ✔ care to persons unable to live alone
- ✔ family care to persons who do not have relatives to care for them
- ✔ care for daily living activities
- ✔ transportation when needed
- ✔ personalized care
- ✔ help with bathing and dressing

Basic Caregiver Requirements

- eighteen years old
- willingly accepts Department of Human Services referrals
- willingly accepts shared living areas with clients
- willingly accepts duties/responsibilities of assisting clients
- willingly provides 24 hour supervision

Caregiver Homes

- 60-80 square feet floor space per client
- pass fire and health inspections
- Department of Human Services approved

E C H O HOUSING

↓ ↓ ↓ ↓

ELDER COTTAGE HOUSING OPPORTUNITY

DESCRIPTION:
Small, portable, attractive, and affordable manufactured housing available for lease to elderly persons *

DESIGN FEATURES:
Specifically designed with safety and special need features to benefit elderly persons.

PURPOSE:
For elderly persons to obtain independent living arrangements that are affordable and near the supportive influence of relatives or friends.

LOCATION:
ECHO Housing is a detached dwelling located in the back or side yard of a single family residential home.

REQUIREMENTS:
Must obtain special permit due to zoning restrictions. Permits are temporary and come with a termination date.

ADVANTAGES:

Directions: Write down two positive reasons why an elderly person would want ECHO Housing

1.

2.

---

* E C H O Housing is also an alternative for persons with disabilities.

MAKING HOUSING DECISIONS

Case Study A

Mr. and Mrs. Reed have had their mother, Mrs. Kolbe, living with them for ten years. It has not always been a successful arrangement because the teenagers in the family play loud music and have frequent visitors. Since Mrs. Kolbe complains often and causes so much conflict, Mr. Reed thinks she should move out. He says his wife must choose between her mother and her children.

Case Study B

Susan and Jim are arguing once again about his mother. Susan thinks he spends too much time on repairs on the old family house. She does not understand why they cannot just sell the house and have her mother-in-law move somewhere else.

Case Study C

Essie and her husband John moved into a high-rise congregate housing facility ten years ago, while they were still in good health. John has recently died. The neighborhood has deteriorated rapidly in the last ten years, and their only son Tony is embarrassed that his mother lives in such a bad neighborhood. He refuses to visit her there. It is very important to Essie to maintain her independence. All of her friends live there also. Tony wants her to move into an apartment that he will pay for.

Comparison Shopping

Evaluate the information provided for Mrs. Demers who must purchase cough syrup and aspirin for the cold she has developed. Where should she purchase the items needed?

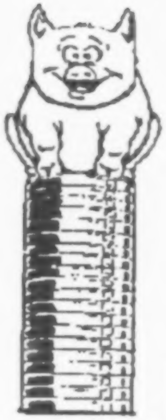
Store name	Store Adress	Item	Size/Brand	Cost
• Discount Haven	505 Red Way	Aspirin	100 ct./Generic	$1.29
Open 9-5 M-F	Three blocks from home	Aspirin	100 ct./Value	$1.59
Convenient location		Cough Syrup	8 oz./Generic	$2.39
		Cough Syrup	8 oz./Value	$2.89
• Davis Pharmacy	367 Circle Drive	Aspirin	100 ct./Generic	$1.39
Open 24 hours a day	Two miles from home	Aspirin	100 oz./Value	$1.79
Delivery charge $2.00		Cough Syrup	8 oz./Generic	$2.49
Public transportation nearby		Cough Syrup	8 oz./Value	$3.19

Directions: Explain how this information affects Mr. Roy an elderly neighbor of Mrs. Demers who does not have personal transportation. Also, What choices would an elderly person without transportation have if needing cough syrup on Saturday morning?

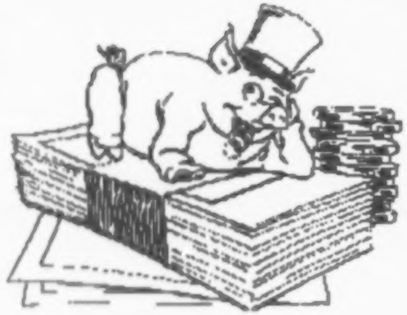
TA 58

Grocery Store Evaluation

	Store #1____	Store # 2____	Store #3 ____
A. Food Items			
1.	$ __________	$ __________	$ __________
2.	$ __________	$ __________	$ __________
3.	$ __________	$ __________	$ __________
4.	$ __________	$ __________	$ __________
5.	$ __________	$ __________	$ __________
A. Totals	$ __________	$ __________	$ __________
B. Nonfood Items			
1.	$ __________	$ __________	$ __________
2.	$ __________	$ __________	$ __________
3.	$ __________	$ __________	$ __________
4.	$ __________	$ __________	$ __________
5.	$ __________	$ __________	$ __________
B. Totals	$ __________	$ __________	$ __________
A+B Totals	$ __________	$ __________	$ __________



ABC'S OF FRAUD



A ARTHRITIS CURES

B BUNCO SCHEMES

C CHARITY SOLICITATIONS

D DOOR-TO-DOOR SCHEMES

E "EXTRA" INCOME AT HOME SCHEMES

F "FREE" OFFERS

G GLASSES OR HEARING AID SCAMS

H HEALTH INSURANCE POLICIES THAT CLAIM TO COVER GAPS

I INSURANCE FOR A "DREADFUL" DISEASE

J "JUST FOR ONE DAY ONLY - ACT NOW"!

K KEEP ONLY WHAT YOU ORDER

L LAND FRAUDS

M MIRACLE CURES

N "NO MONEY DOWN; NO INTEREST EVER; NO EXTRA CHARGE"

O OVER-THE-COUNTER CURES FOR CANCER

P PIGEON DROP SCHEMES

Q QUICK CURES

R REPAIRS OR HOME IMPROVEMENT SCHEMES

T TESTIMONIALS FROM "EXPERTS"

U UNORDERED MERCHANDISE DELIVERIES

V VITAMIN AND SUPPLEMENT CLAIMS

W WRINKLE CREAMS

X CHRISTMAS AND HOLIDAY SCHEMES

Y YOUTH FORMULAS

Z ZODIAC AND FORTUNETELLING SCAMS

Case Studies: Let The Buyer Beware!

1 Maria's neighbor, Mrs. Jones, lives alone on a limited income. When Maria called on Mrs. Jones, she discovered that a door-to-door salesperson had persuaded her to purchase a new set of very expensive reference books. The salesman will return today to receive the down payment. How can Maria help Mrs. Jones?

2 A medical doctor has determined that Mr. Ramirez has heart disease. The doctor told Mr. Ramirez to alter his diet and exercise daily for the rest of his life. Mr. Ramirez has a friend who sells a product door-to-door that is suppose to burn body fat. His friend told him that one pill per day will result in weight loss without exercise. What advice would you give Mr. Ramirez?

3 Your grandmother has decided to have a new roof put on her home. A man going door-to-door in her neighborhood has convinced her that he can do the job for less money if she will allow him to use her home as a model. She wants you to talk to the man before she signs the contract. What questions should you ask the roofer?

4 You work for an elderly couple each afternoon doing household chores and running errands. When you arrived at work today, they were arguing over whether or not to purchase a home in a retirement development out of state. Mr. Simpson is tired of the cold winters in the area and thinks it would be a profitable investment in a few years. The door-to-door realtor offered a bargain price available only for the next thirty days. Mrs. Simpson does not want to leave family members that live nearby and is not sure that it would be a sound investment. How can you help them make a wise decision?

TA 61

SCAM WATCH

Harfleur and Agincourt Center of Financial Protection for The Elderly

February 10, 1993 *Volume 10 Number 3*

DOOR-TO-DOOR SALES AND THE LAW

The Law

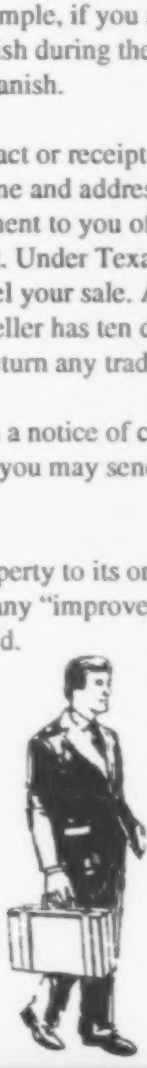
Under the Texas Home Solicitation Transactions Act [Art. 5069-13.01 VCTS], the door-to door seller must do the following:

- Provide you with a copy of the contract or receipt at the time of the sale in the appropriate language. For example, if you and the salesperson spoke in Spanish during the sale, the contract also must be in Spanish.

- Give you a contract or receipt stating the date of the sale, the name and address of the merchant, and a statement to you of your right to cancel the contract. Under Texas law, you have three days to cancel your sale. After proper cancellation, the seller has ten days to refund your money and return any trade-in item.

- Provide you with a notice of cancellation with the address where you may send a written cancellation notice.

- Restore your property to its original condition if the seller made any "improvements" to it, and you want it restored.



Cancelling a Door-to-Door Sale

If the salesperson provided you with the right forms, to cancel the sale you may simply sign the one titled "notice of cancellation," date it, and mail it back to the seller. To obtain a full refund, you must do this before midnight of the third business day after the sale. Keep a copy of the form.

If the salesperson did *not* provide a cancellation form, he or she is in violation of the law, and you may still cancel your contract. But remember, you *must cancel in writing.* Be sure to keep a copy of the contract and your letter notifying the seller of the cancellation. Of course, the sooner you do this , the better.

Crime Prevention: It's No Laughing Matter
© AARP 1987. A Public Service Presentation

MY ATTORNEY SAYS "NEVER SIGN ANYTHING UNTIL YOU'VE READ THE FINE PRINT!"
CONTRACT
PRESSURE SALES
Bo Brown

TA 62

Beware of Cemetery Lot Sales Representative

"Sales Pitches"

Sales representatives will try to convince the elderly to buy a cemetery lot using the following reasons:

- ⇨**Survivors will be relieved of difficult decisions.**
- ⇨**Deciding now will prevent family squabbles concerning the burial site.**
- ⇨**Prices will be higher later.**
- ⇨**Deciding now will reduce the demand**

Standards For Charitable Solicitations *

The following standards, if adhered to by charitable soliciting organizations, will promote public confidence and participation:

A. **Public Accountability**, such as financial disclosures

B. **Use of funds**, such as acceptable distribution of funds throughout the organization

C. **Solicitations and Informal Materials**, such as accurate, full, and truthful information provided in solicitation materials

D. **Fund Raising Practices**, such as establishing and exercising controls over fund raising activities, honoring donor requests for confidentiality, and conducting fund raising without excessive pressure.

E. **Governance**, such as establishing an adequate governing structure.

*Excerpted with permission from "Standards for Charitable Solicitation," Copyright 1982, Council of Better Business Bureaus, Inc. The above solely identifies five broad categories of issues that are addressed by the 22 voluntary CBBB Standards. The full text of the standards is available free from the CBBB, 4200 Wilson Blvd., Arlington, VA, 22203.

Sources of Assistance

➜ Some people make a living by cheating others. Many times these individuals count on the person who has been swindled not to report the swindle because they are embarrassed. When working in assistance services for the elderly, it is helpful for the caregiver to be familiar with the following places where one can receive assistance in case of fraud:

Organization	Cases it Can Help	Type of Help
Better Business Bureau	Almost any product or money fraud- Very helpful in getting information on standard kinds of frauds.	Information Before Help After
Chamber of Commerce	Some Chambers of Commerce have Better Business Bureau (BBB) lists of frauds. Try BBB first.	Information Before
Federal Trade Commission	Products and services made, sold, or advertised across state lines.	Information Before
Food and Drug Administration	Regulations for foods, drugs, medical devices, and cosmetics	Information Before
Police (City/County)	Criminals and con men in area	Help After
Post Office (Postal Inspector)	Anything involved with mail; anything ordered, shipped as advertised, billed, or paid for by mail	Help After
Small Claims Court	Dispute settlement of minor matters at very little cost	Help After
State Attorney General	Products and services made, sold, or advertised within state	Handles complaints of deceptive practices-Does not give information or advice

Finding Help

How to Complain

May write to the following:

- Retailer
- Advertising manager of the publication
- Better Business Bureau
- Attorney General

(National Level)

- Federal Trade Commission
- Food and Drug Administration
- Better Business Bureau
- Advertising Division of Television Networks
- Cable Stations

How To Write a Letter

Style:

- calm but not apologetic
- firm but not hostile
- brief but containing all necessary information

Describe:

- why you think advertising is deceptive or false
- facts
- the ad exactly as seen or heard

Enclose:

- copy of ad

If No Response

Send:

- second letter
- also a letter to a complaint handler

Ask:

- others to join you in voicing complaints

Printed with permission. Adapted from the booklet *A Consumer Guide to Advertising*, AARP Consumer Affairs, Washington, DC.

Clothing Needs and Adaptions

Directions: Match the need for clothing adaptions to the appropriate type of clothing adaption.

Type of Clothing Adaptions

______1. Velcro to replace buttons and buttonholes

______2. Large metal hooks and bars on waistbands

______3. Belts, ties, and sashes kept at short length

______4. Zippers with large pulls

______5. Pullover styles eliminated

______6. Nonflammable fabrics

______7. Large buttons

______8. Semi-fitted long sleeves

______9. Knit fabrics and stretch woven fabrics

____ 10. Buttons sewn on with long thread or elastic shanks

____ 11. Raglan sleeves

____ 12. Front rather than back closures

Need For Clothing Adaptions

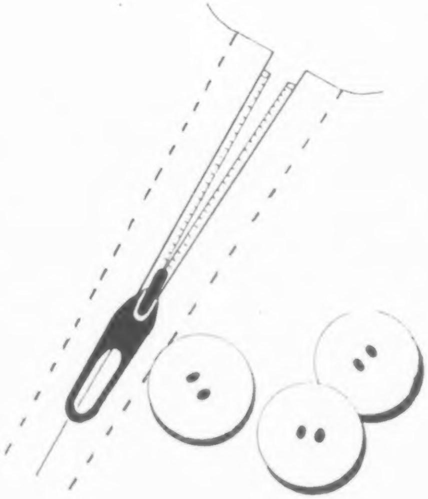
a. Decreased physical strength

b. Limited reach and range of motion

c. Loss of finger dexterity

d. Partial paralysis

e. Safety



Answers: 1)a,c 2)c 3)e 4)a,b 5)a,b,c,d 6)e 7)c 8)d,e 9)b 10)c 11)b 12)b

Pretest on Elderly Food Requirements

Directions: Please answer the following questions by circling + for true and 0 for false. Reword the false statements to make them true.

+ 0 1. Ice cream is included in the milk, yogurt, and cheese group.

+ 0 2. The elderly should eat four servings from the fruit group daily.

+ 0 3. The elderly should eat three to five serving from the vegetable group daily.

+ 0 4. Fats, oils, and sweets should be used sparingly.

+ 0 5. Good sources of Vitamin C include tomatoes, strawberries, broccoli, and raw cabbage.

+ 0 6. The recommended amount of servings from the meat, poultry, fish, dry beans, eggs, and nuts group is four or more servings daily.

+ 0 7. One-half cup ice cream can replace one-half cup milk.

+ 0 8. The recommended amount of daily servings from the bread, cereal, rice, and pasta group is six to eleven servings daily.

+ 0 9. The five senses should be considered in planning meals.

+ 0 10. The recommended number of daily servings from the milk, yogurt, and cheese group is four.

+ 0 11. Good sources of Vitamin A include corn, green beans, apples, and cauliflower.

Answers: 1.+ 2.0 3.+ 4.+ 5.+ 6.0 7.0 8.+ 9.+ 10.0 11.0

TA 68a

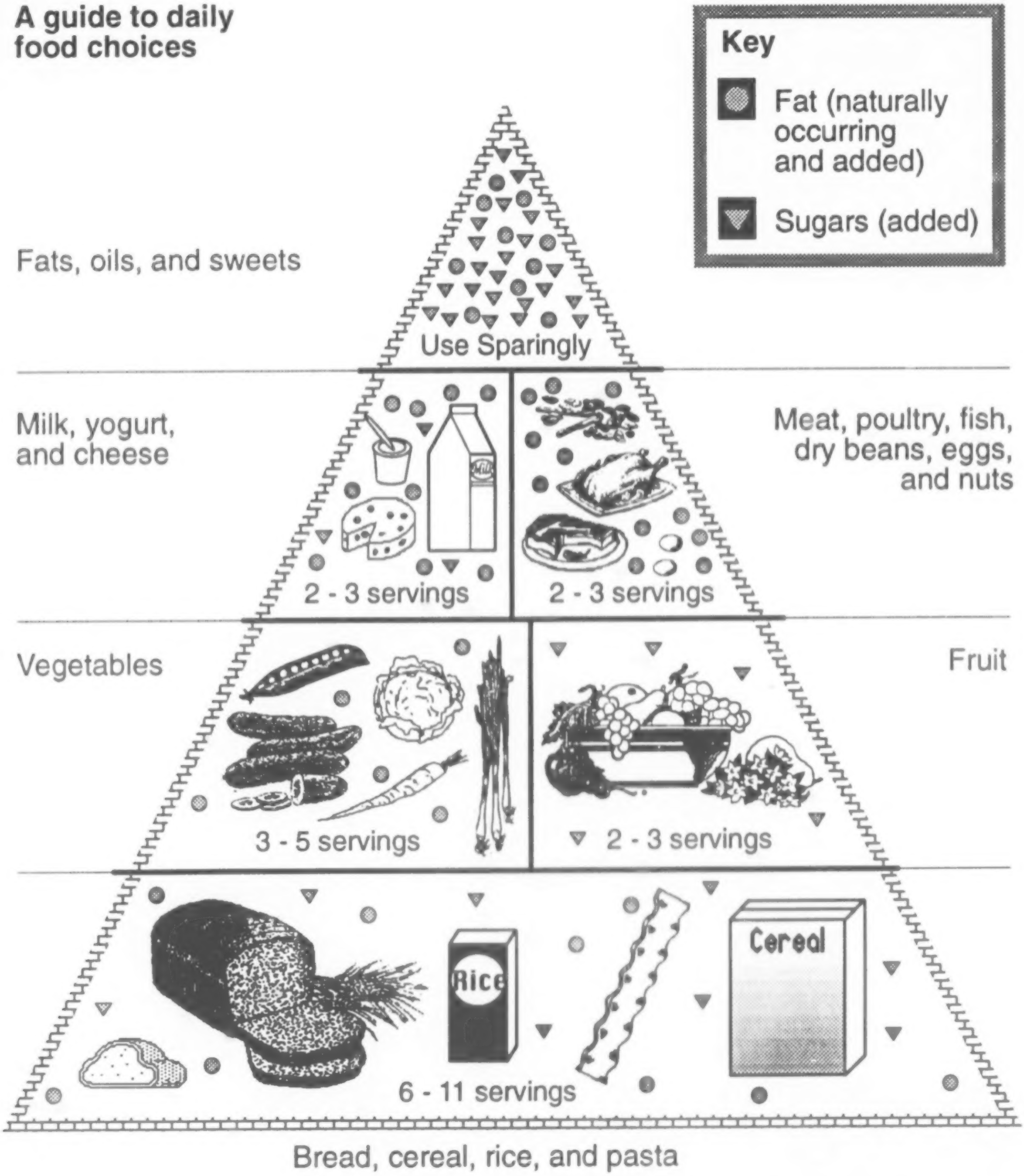
A Pattern for Daily Food Choices

Food Group	Suggested Daily Servings	One Serving Equals...
Milk, Yogurt, and Cheese	✦ 2 servings for adults ✦ 3 servings for children ✦ 4 servings for ages 11 to 24 ✦ 3 servings for women who are pregnant or breastfeeding ✦ 4 servings for teens who are pregnant or breastfeeding	✦ 1 cup of milk ✦ 8 ounces of yogurt ✦ 1 1/2 ounces of natural cheese ✦ 2 ounces of process cheese
Meat, Poultry, Fish, Dry Beans , Eggs, and Nuts	✦ 2 to 3 servings from the entire group	✦ Amounts should total 5 to 7 ounces of cooked lean meat, poultry, or fish a day. Count 1 egg, 1/2 cup cooked dry beans, or 2 tablespoons peanut butter as 1 ounce of meat.
Vegetables	✦ 3 to 5 servings from the entire group (Include all types regularly; use dark-green leafy vegetables, dry beans, and peas several times a week.)	✦ 1/2 cup of cooked vegetables ✦ 1/2 cup of chopped raw vegetables, such as lettuce or spinach ✦ 1 cup of leafy raw vegetables, such as lettuce or spinach
Fruit	✦ 2 to 3 servings from the entire group.	✦ a whole fruit such as a medium apple, banana, or orange ✦ a half grapefruit ✦ a melon wedge ✦ 3/4 cup of juice ✦ 1/2 cup berries ✦ 1/2 cup cooked or canned fruit ✦ 1/4 cup dried fruit
Breads, Cereals, Rice, and Pasta	✦ 6 to 11 servings from the entire group (Include several servings of whole-grain products daily.)	✦ 1 slice of bread ✦ 1/2 hamburger bun or english muffin a small roll, biscuit, or muffin ✦ 3 to 4 small or 2 large crackers ✦ 1/2 cup cooked cereal, rice, or pasta ✦ 1 ounce of ready-to-eat breakfast cereal
Fats, Oils, and Sweets,	✦ Avoid too many fats and sweets	

Adapted from *Preparing Foods and Planning Menus*, Home and Garden Bulletin No. 232-8, United States Department of Agriculture Human Nutrition Information Service, U.S. Government Printing Office: Washington D.C.

Food Guide Pyramid

A guide to daily food choices



Adapted from: "The Food Guide Pyramid," Home and Garden Bulletin No. 252, United States Department of Agriculture Human Nutrition Information Service. Reprinted from *Skills for Life* Unit 2, Module D(20).

TA 69a

Daily Food Group Match-up

Directions: Match each food in the food list below with its food group. Write the name of the food in one of the blanks beside the food group.

Spanish rice
mayonnaise
broccoli
refried beans
cornflakes
yogurt
potato

ham
noodles
soft drink
zucchini
shrimp
tortilla
apple

omelet
ice cream
cottage cheese
grits
chocolate cookies
raisins

oatmeal
squash
hamburger patty
chocolate milk
skim milk
turkey

A *Fats, Oils, and Sweets Group*

1 ____________________

2 ____________________

3 ____________________

B *Milk, Yogurt, and Cheese Group*

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

C *Vegetable and Fruit Group*

1 ____________________

2 ____________________

3 ____________________

4 ____________________

D *Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group*

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________

E *Bread, Cereal, Rice, and Pasta Group*

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________

F *Fruit Group*

1 ____________________

2 ____________________

Answers: (A) mayonnaise, soft drink, and chocolate cookies (B) yogurt, ice cream, cottage cheese, skim milk, and chocolate milk (C) broccoli, zucchini, apple, potato, raisins, and squash (D) refried beans, ham, shrimp, omelet, turkey, and hamburger patty (E) Spanish rice, cornflakes, noodles, tortilla, grits, and oatmeal (F) apple and raisins

A Sensory Variety Guide

The five senses should be considered in using the Basic Food Groups to plan meals. Consider sight, smell, taste, touch, and hearing to plan interesting, exciting, and enjoyable meals. In selecting foods from the Basic Food Groups, the caregiver should consider the following for sensory variety:

1. Foods should be attractively combined by color. Use a variety of colors each meal. If needed, add colorful garnish, such as parsley or carrot curls.

2. Foods with a variety of flavors add interest to a meal.

    - Avoid using the same flavors in a meal. For example, tomatoes should not be served in soup, salad, and sauce in one meal. Also apples should not be served in sauce, beverage, and pie in one meal.

    - Select foods that have flavors that go with each other. For example, spaghetti is mild and goes with meat sauce, which is highly seasoned Ham goes with pineapple, liver with onions, and roast pork with apples.

3. Select foods with a variety of shapes and sizes. For example, roast beef with peas is better than meatballs with peas.

4. Serve foods with different textures in a meal. Add interest by using soft, chewy, and crisp foods.

5. Use more than one method of preparation for a meal. Do not have everything fried, creamed, baked, or broiled. Use a combination of these.

6. Serve foods with a variety of temperatures. For example, serve a hot oven meal with a cold salad and ice cream on warm pie.

7. Know the likes and dislikes of the person for whom you are preparing or planning meals.

8. Know the surroundings in which the meal will be eaten. If it is for an elderly person dining alone, the caregiver might suggest eating in front of the television.

Changes That May Effect Eating By The Elderly

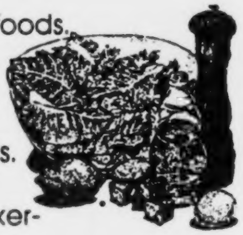
Directions: Complete the following chart.

Change	Effect on Eating
Reduced vision	
Decreased sense of taste	
Decreased sense of smell	
Lonliness	
Depression	
Poor teeth	
Limited income	
Increased medicine use	
Less physical activity	
Digestive changes	

Lowering Fats and Cholesterol in Your Diet

✓ Reduce the amount of fat used in recipes.

✓ Read labels to determine fat and cholesterol content of foods.



✓ Use low-fat and nonfat dairy products.

✓ Try using only the egg whites in a recipe that calls for eggs.

✓ Cut down on baked goods made with coconut or palm kernel oil and shortening or lard.

✓ Buy lean grades of meat and trim visible fat before cooking.

✓ Use low-fat, low-calorie salad dressings and mayonnaises.

✓ Use low-fat powdered milk in coffee instead of cream.

✓ Broil, bake, or roast meat, fish or poultry. Do not fry.

✓ Use soft or liquid margarines.

✓ Increase intake of fish and poultry (without skin).

✓ Make your own dessert toppings with yogurt or fruit.

✓ Refrigerate soups and stews before serving. Skim off fat.

✓ Use herbs and spices, and lemon juice to season and flavor.

✓ Use low-fat sandwich meats instead of high-fat cold cuts.

✓ Use yogurt as a substitute for sour cream.

✓ Substitute sherbet, ice milk, or nonfat frozen yogurt for regular ice cream.

✓ Choose canned fish products packed in water.

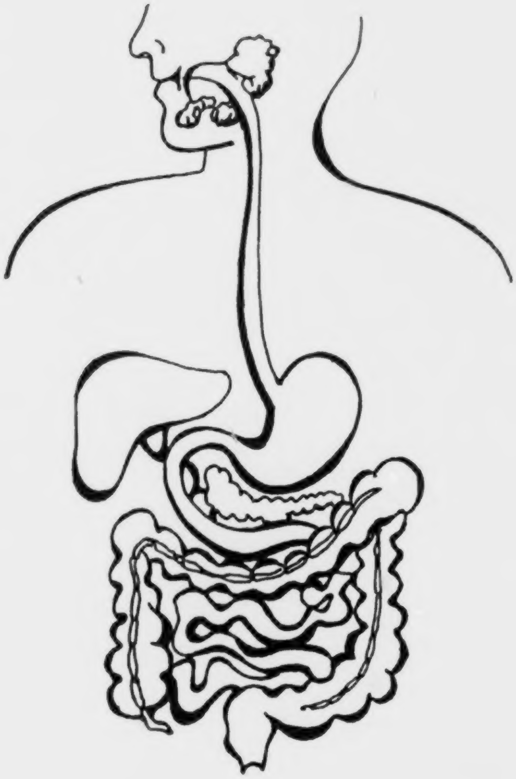
✓ Use a non-stick pan and vegetable oil pan coating instead of oil to saute or fry foods.

✓ Use low-fat cheese, such as part-skim mozzarella or ricotta, to replace regular varieties.

Adapted from: *FDA Consumer*, March 1897.

The Digestive System

Label the parts of the digestive system from the list of following words: *Liver, Small Intestine, Stomach, Salivary Glands, Gallbladder, Mouth, Pancreas, Esophagus, and Large Intestine*



Calculating Calorie Requirements

The following information depicts how to calculate calorie requirements.

Present Body Weight: ____________________

❶ Change body weight from pounds to kilograms by dividing the body weight by 2.2
(2.2 pounds = 1 kilogram).

Body Weight ________________/2.2 = ____________ kilograms

❷ Multiply the number of kilograms of body weight times 24
(hours per day).

Body Weight in kilograms ____________ x 24 = ____________

❸ Multiply the answer in step 2 by .50 (50 percent)

Answer Step 2 _______________ x .50 = _____________

❹ Add the answers in steps 2 and 3. The sum is the daily minimum calorie requirement.

Answer Step 2 ___________ + Answer Step 3 ____________

= _____________ Minimum Calorie Requirement

Ten Guides to Menu Planning

1. Plan menus based on recommended number of servings from each Food Group.
2. Plan a variety of colors for each meal.
3. Choose a combination of textures: smooth, crunchy, chewy, or crispy.
4. Provide a variety of shapes.
5. Utilize varied preparation techniques: fried, stewed, broiled, baked, and roasted.
6. Consider the combination of flavors: bland, spicy, sweet, and sour. Flavors should complement one another.
7. Plan to include both hot and cold foods in the meals.
8. Consider likes and dislikes of those who will eat the meal.
9. Recognize the special dietary needs of those who will eat the meal.
10. Plan for as few leftovers as possible.

Meal Planning for The Elderly

1. What is the approximate amount of money available for food purchase?

2. Who does the menu planning, shopping, and meal preparation?

3. What kinds of equipment are used or available? What are the storage facilities?

4. What are the food habits of this person?

5. What are the food preferences of the person?

6. Can you plan an adequate diet based on these food habits and preferences?

7. Do you need to alter the consistency of the diet?

8. Is eating painful? Difficult?

9. Is the older person influenced by fads or prejudices?

10. What is the educational level of this person?

11. Is the person able to leave home alone?

12. Does the person ever dine at restaurants?

13. Is there a Meals-on-Wheels program available to the person?

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Sample Meals For The Elderly

Directions: Critique and assess how well the menus meet the guidelines listed in Teaching Aid 75, Ten Guides to Menu Planning. Suggest changes as needed.

Meal

Suggested Changes

Monday
Barbecue chicken
Corn on the cob
Cabbage slaw
Oatmeal cookies
Cornbread
Milk

Tuesday
Cheese enchiladas
Spanish rice
Refried beans
Pineapple cup
Milk

Wednesday
Fried fish fillet
French fries
Green salad
Jello with fruit
Bread
Milk

Thursday
Meatloaf
Mashed potatoes
Cauliflower
Brownie with nuts
Milk

Friday
Chicken and rice casserole
Macaroni and cheese
Green beans
Peaches with cottage cheese
Milk

Menu Planning Form

The menu planning form is a helpful tool for meal planning. The form lists each meal and the types of foods that need to be included in the daily diet. A sample planning form is below.

Day of the Week	**Sunday**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Satruday**
Breakfast Fruit or juice Cereal and/or eggs Toast or other bread Beverage							
Dinner or Main Meal Meat (any type) Potato or substitute Vegetable Salad or relishes Bread Dessert or fruit Milk or other beverage							
Lunch or Supper Soup or juice Main dish–eggs, cheese, and fish Vegetable (raw or cooked) Bread Dessert or Fruit Milk or other beverage							

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Therapeutic Diets

DIRECTIONS: The following activity will help the caregiver describe the most commonly used modified and therapeutic diets. Place the letter of the diet most appropriate for the health problem in the blanks provided.

_____ 1. A person who needs to lose weight
- a. fat-restricted diet
- b. controlled-calorie diet
- c. liquid diet
- d. calorie-restricted diet

_____ 2. A person who is having a hard time chewing or swallowing
- a. soft diet
- b. sodium-restricted diet
- c. liquid diet
- d. bland diet

_____ 3. A person who has heart problems or toxemia
- a. fat-restricted diet
- b. diabetic diet
- c. bland diet
- d. sodium-restricted diet

_____ 4. A person with internal problems or following a full-liquid diet
- a. bland diet
- b. soft diet
- c. fat-restricted diet
- d. liquid diet

_____ 5. A person who wants to practice weight maintenance
- a. calorie-restricted diet
- b. fat-restricted diet
- c. controlled-calorie diet
- d. diabetic diet

_____ 6. A person who is too weak to chew
- a. liquid diet
- b. soft diet
- c. sodium-restricted diet
- d. bland diet

_____ 7. A person who must have the exact amounts of protein, fat, and carbohydrates
- a. calorie-restricted diet
- b. controlled-calorie diet
- c. fat-restricted diet
- d. diabetic diet

Answers: 1-d 2-c 3-d 4-a 5-c 6-b 7-d

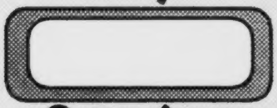
Comparison of Special Diets

	Regular Diet	Soft	Calorie Restricted	Bland
Breakfast	orange juice cream of wheat fried eggs toast jelly milk coffee	orange juice cream of wheat soft-cooked egg* toast jelly milk	orange juice cream of wheat soft-cooked egg* toast - 1 slice* jelly milk - skim*	orange juice cream of wheat soft-cooked egg* toast jelly milk
Lunch	baked ham glazed sweet potato buttered peas endive salad with French dressing bread butter pineapple ice cream	beef patty* mashed potato* buttered peas bread butter vanilla ice cream	baked ham plain peas* endive salad with lemon wedge* bread - 1/2 slice* butter cantaloupe*	beef patty* glazed sweet potato pured peas* bread butter vanilla ice cream*
Supper	vegetable soup poached egg buttered spinach rolls butter date bars milk	vegetable soup poached egg buttered spinach sliced tomato salad bread* butter baked custard* milk	vegetable soup sliced chicken* buttered spinach sliced tomato salad bread - 1 slice* butter peaches* milk - skim*	vegetable soup sliced chicken* pureed spinach* sliced tomato salad bread* butter peaches* milk

*Represents any deviation from the Regular Diet.

Source: U.S. Department of Health and Human Sciences. *A Guide to Nutrition and Food Service*. (Out of Print) Washington, DC: Government Printing Office, 1971.

Tray



Service

Guidelines for Caregivers:

Before presenting the tray....

- wash hands
- check name on tray card

After presenting the tray....

- be prepared to assist with cutting food, buttering bread, pouring beverages, and placing napkins if requested
- encourage elderly person to eat with as little assistance as possible.
- check the progress of mealtime occasionally in the event that assistance might be required.
- allow mealtime to be relaxed.

After removing the tray....

- take note of the amount of food left on the tray
- report high amounts of uneaten food to supervisor
- be prepared to assist with washing the elderly person's face and hands if requested
- offer to assist the elderly person in moving to another location or in readjusting seating to a comfortable position.
- place the signal cord within reach of the elderly person before leaving the room.

For Feeding The Elderly

Suggestions

Take time to make eating time a pleasant highlight of the day by following these tips:

- Always begin by washing your own hands.
- Be understanding. A person would rather eat independently if it is possible.
- Be patient. A person can swallow only so fast.
- Be gentle with forks and spoons.
- Gently wipe the corners of their mouths periodically through out the meal.
- Straws might aid in the feeding of liquids.
- Do not mix all of the foods together. Offer each food separately as would be most commonly eaten.
- Keep the conversation pleasant with the elderly person.
- Allow the elderly person to try to eat independently. If the elderly person is unable to, continue assisting with feeding. Help the elderly person feel at ease.
- Never fill the fork or spoon more than half full.

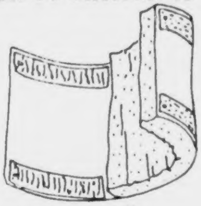
HANDLE PADDING

Purpose

To enlarge the handle when limited range due to weakness or pain make gripping difficult or uncomfortable. Padding may be attached to eating or cooking utensils, tools, crutches, canes, or any other type of handle.

Detachable Type

This type can be transferred from one object to another or can be removed for washing utensil. When firm padding is needed, this type might be difficult to attach snugly if hand is weak.



Materials: (size may be altered to suit need)

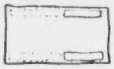
4" x 4" of 1/2" foam rubber

4" x 7" of leatherette, vinyl or other easily cleaned materials

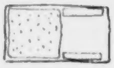
2 pieces of Velcro, 3" long, hook and pile

Construction:

1. Rivet or sew Velcro onto leatherette so that the hook is inside and the pile is on outside.



2. Glue foam rubber onto inside of leatherette.



Application:

Place utensil at edge of foam rubber and roll padding around it tightly.

Other Types

- Foam rubber wrapped around handle and covered with adhesive tape makes a quick, comfortable, enlarged handle. Fresh tape may be put on when original is soiled.
- Wood dowel, bicycle handle grips, or a rubber hose are other possibilities.

Benefits of Regular Exercise

Directions: Ask the class to stand whenever a true statement is read and sit between each statement.

Improves posture. (Stand)

Helps control weight. (Stand)

Increases lung capacity. (Stand)

Increases stress and boredom. (Sit)

Increases heart rate and blood circulation. (Stand)

Improves mental and physical performance. (Stand)

Increases strength, stamina, coordination, and flexibility. (Stand)

Components of All Exercise Programs

Warm up * gets the body ready to exercise and makes muscles more flexible (5-10 minutes).

Exercise * pushes the body toward its target heart rate zone (20-30 minutes).

Cool-down * allows the body to return to normal following vigorous exercise (5-10 minutes).

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Physical Activities for the Elderly

Dance Club Contests
Touring/ Sightseeing
Horseshoes
Swimming
Croquet
Archery
Lawn Bowling
Bowling
Tennis
Racewalk
Bicycling
Billiards
Shuffleboard
Table Tennis
Deck Tennis
Putting
Boating
Golfing
Badmiton
Sailing
Skating
Volleyball
Relay Races
Fishing
Gardening
Trail Walking
Dancing
Ring Tossing
Horseback riding
Parts
Shooting

Directions: Evaluate each hobby according to the possible benefits listed. Use the sample evaluation for *painting* as a guide.

Benefits of Hobbies

Hobby	Meets Social Need?	Helps Mental Stimulation?	Helps Eye-Hand Coordination?	Could Lead To . . .
Painting	May—if painting is done with others	Yes	Yes	Selling works or displaying in art show
Gardening				
Caring for Pet				
Drawing				
Writing				
Playing a musical instrument				
Singing in a choir				
Flower arranging				
Reading				
Sculpting				

POPULAR DATED SONGS

Directions: Develop games for encouraging a "stroll down music-memory lane" that allows for active participation. Introduce developed games at a local senior center or care facility. Use the listed information as a reference tool.

YEAR	SONG
1895	*Eastside Westside*
1900	*A Bird in a Guilded Cage*
1902	*Glow Worm*
1902	*Won't You Come Home Bill Bailey*
1903	*Toyland*
1904	*Give My Regards to Broadway*
1904	*Wait Till the Sunshines Nellie*
1905	*Merry Widow Waltz*
1906	*You're a Grand Old Flag*
1906	*School Days*
1907	*Harrigan*
1908	*Take Me Out to The Ballgame*
1909	*By the Light of the Silvery Moon*
1910	*Down By the Old Mill Stream*
1910	*Let me Call You Sweetheart*
1911	*Alexander's Ragtime Band*
1911	*Oh You Beautiful Doll*
1911	*I Want a Girl*
1912	*When Irish Eyes Are Smiling*
1913	*Peg of My Heart*
1916	*Poor Butterfly*
1918	*Till We Meet Again*
1919	*I'm Forever Blowing Bubbles*
1920	*Rose of Washington Square*
1920	*Margie*
1921	*Second Hand Rose*
1923	*Who's Sorry Now*
1923	*That Old Gang of Mine*
1924	*I'll See You in My Dreams*
1924	*It Had to be You*
1924	*Tea For Two*
1924	*I Wonder What Became of Sally*
1925	*Dinah*
1925	*Five Foot Two Eyes of Blue*
1925	*If You Knew Susie*
1925	*Yes Sir, That's My Baby*
1926	*Baby Face*
1926	*Someone to Watch Over Me*
1926	*When the Red, Red Robin*
1926	*One Alone*
1927	*I'm Looking Over a Four Leaf Clover*
1928	*You're the Cream in my Coffee*
1929	*Ain't Misbehavin'*
1929	*Wedding Bells are Breaking Up*
1929	*If You Were the Only Girl*
1929	*You Were Meant for Me*
1930	*On the Sunny Side of the Street*
1930	*When Your Hair Has Turned to Silver*
1931	*All of me*
1931	*Goodnight Sweetheart*
1933	*We're in the Money*
1933	*Smoke Gets In Your Eyes*
1934	*Blue Moon*
1935	*Summertime*
1937	*Whistle While you Work*
1938	*You Must Have Been A Beautiful Baby*
1940	*When You Wish Upon a Star*
1940	*You are my Sunshine*
1942	*White Christmas*
1942	*Don't Get Around Much Anymore*
1943	*Mairzy Doats*
1944	*Sentimental Journey*
1945	*I Can't Begin to Tell You*
1945	*Let It Snow, Let It Snow*
1946	*Zip A Dee Do Dah*
1947	*Almost Like Being in Love*
1949	*Red Roses for a Blue Lady*
1950	*Goodnight Irene*
1953	*Doggie in the Window*
1953	*Down by the Riverside*
1954	*Mr. Sandman*
1955	*Love and Marriage*
1952	*Your Cheatin' Heart*
1959	*High Hopes*
1963	*Girl From Ipanema*
1964	*Watch What Happens*
1965	*Yesterday*
1968	*Wichita Lineman*
1969	*Raindrops Keep Falling on my Head*

Information provided by Albert L'Heureux, Manchester, N.H.; professional entertainer/musician who conducts annual programs in long-term care facilities.

YEAR	NAME OF SONG	SONG MADE FAMOUS BY...
1918	God Bless America	Kate Smith
1921	Anytime	Eddie Fisher
1924	Indian Love Call	Artie Shaw
1927	Me and My Shadow	Ted Lewis
1929	Singing in the Rain	Gene Kelley
1929	Star Dust	Artie Shaw
1929	Tip Toe Through the Tulips	Tiny Tim
1930	Body and Soul	Coleman Hawkins
1931	Lady of Spain	Dick Contino
1932	Love Letters in the Sand	Pat Boone
1932	April in Paris	Count Basie
1934	In the Mood	Glenn Miller
1934	Cocktails for Two	Spike Jones
1936	Pennies From Heaven	Bing Crosby
1939	South of the Border	Gene Autry
1939	Over the Rainbow	Judy Garland
1940	Tuxedo Junction	Glenn Miller
1940	Dance With a Dolly	Arthur Godfrey
1941	Jersey Bounce	Benny Goodman
1942	I'll Be Around	Mills Brothers
1944	Swinging on a Star	Bing Crosby
1944	Don't Fence Me In	Andrew Sisters
1946	Anniversary Song	Al Jolson
1946	Intermission Riff	Stan Kenton
1947	Sixteen Tons	Tennessee Ernie Ford
1947	Ballerina	Vaughn Monroe
1948	O My Papa	Eddie Fisher
1948	Bouquet of Roses	Eddie Arnold
1949	Mona Lisa	Nat King Cole
1949	Some Enchanted Evening	Enzio Pinza
1951	Jezebel	Frankie Laine
1951	Hey Good-Looking	Hank Williams
1952	Takes Two to Tango	Pearl Bailey
1952	A Guy is a Guy	Doris Day
1954	Home for the Holidays	Perry Como
1954	I Left My Heart in San Francisco	Tony Bennet
1956	Love Me Tender	Elvis Presley
1956	Allegheny Moon	Patti Page
1957	Witchcraft	Frank Sinatra
1957	Thank Heaven For Little Girls	Maurice Chevalier
1958	I Can't Stop Loving You	Ray Charles
1961	Crazy	Patsy Cline
1961	Moon River	Andy Williams
1962	Ramblin' Rose	Nat King Cole
1963	People	Barbara Streisand
1965	Yesterday	Beatles
1966	Tiny Bubbles	Don Ho
1969	Adios, Au Revoir, Auf Wiedersehn	Lawrence Welk
1976	Lucille	Kenny Rogers

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THEME SONGS OF ARTISTS AND BAND LEADERS

SONG	ARTIST/BAND LEADER
Put Your Dreams Away for Another Day	Frank Sinatra
Sentimental Over You	Tommy Dorsey
Let's Dance	Benny Goodman
Ciribiribin	Harry James
Moonlight Serenade	Glenn Miller
Racing With the Moon	Vaughn Monroe
When the Blue of the Night Meets the Gold of the Day	Bing Crosby
Nola	Vincent Lopez
Bubbles in the Wine	Lawrence Welk
Blue Flame	Woody Herman
The Waltz You Saved for Me	Wayne Ring
Thanks for the Memories	Bob Hope
Moon River	Andy Williams
When the Moon Comes Over the Mountains	Kate Smith
Seems Like Old Times	Arthur Godfrey
Come Along With me I'm on my Way to the Stars	Perry Como
Intermission Riff	Stan Kenton
Jumping at the Woodside	Count Basie
Take the "A" Train	Duke Ellington
This is my Song	Pattie Page
Leap Frog	Les Brown
Happy Trails	Roy Rogers
Back in the Saddle Again	Gene Autry
Just a Love Nest	Ozzie Nelson
I'll be Seeing You	Liberace
Georgia	Ray Charles

Songs From Famous Musicals

My Fair Lady 1956
I Could Have Danced All Night
I've Grown Accustomed to Her Face
Wouldn't it be Lovely

Gigi 1958
Thank Heaven for Little Girls
I Remember it Well

Porgy and Bess 1935
Summertime
I Got Plenty O' Nuttin'

Annie Get Your Gun 1946
There's No Business Like Show Business
The Girl That I Marry

Carousel 1945
You'll Never Walk Alone

Oklahoma 1943
People Will Say We're in Love
The Surrey With the Fringe on the Top

South Pacific 1949
Some Enchanted Evening
I'm Gonna Wash That Man right Outa my Hair

West Side Story 1957
Maria
Tonight
I Feel Pretty

The King and I 1951
Getting to Know You
I Whistle a Happy Tune

The Wizard of Oz 1939
Over the Rainbow

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Church Community Survey

Directions: Conduct a survey of one area church or synagogue for each denomination or religion listed in the left hand column. Write the information received in the appropriate columns.

Denomination or Religion	Church Name and Membership Number	Classes offered (of interest to the elderly)	Ministries and other Services Available to the Elderly
Methodist			
Jewish			
Presbyterian			
Lutheran			
Baptist			
Catholic			
Episcopalion			
Nondenominational			
Other			

GUIDELINES FOR CAREGIVERS:

Preventing The Spread of AIDS

GENERAL RULES

Do not share toothbrushes, razors, tweezers, or other items that could have blood on them.

Avoid exposure to the person's blood by a cut, needlestick, or a splash in the eye or mouth. If you are exposed in any of the ways mentioned above, wash with plenty of soap and water, then call your personal physician.

CLEANING

Use freshly diluted household bleach (one part bleach to nine parts water) or other disinfectants (hospital strength) to clean surfaces soiled with blood or other body fluids. Bleach should not be used on upholstery or carpets, and it is corrosive to metal objects. For some spills, soap and water or a household detergent solution can be used

HANDLING SOILED MATERIALS

Wear rubber gloves and a coverall or smock when handling materials soiled with the patient's blood, body secretions or body excretions. Household rubber gloves can be decontaminated and reused, but disposable medical gloves cannot.

LAUNDRY

Wash soiled clothes, sheets, and towels in soapy water until no visible soil is present. This may require several wash cycles. Water should be at a minimum temperature of 160° F, and the wash duration should be at least twenty-five minutes.

Reprinted with Permission. Adapted from: National Institute of Mental Health. *When Someone Close Has AIDS.* DHHS Pub. No. (ADM) 89-1515. Rockville, MD: the Institute, 1989.

Sanitary Method of Handwashing

1. Use water as warm as the hands can comfortably stand.
2. Moisten the hands and apply a disinfectant soap. Lather well beyond the wrists as far as needed to remove dirt and soil.
3. Rub hands together briskly for about 20 seconds.
4. Pay careful attention to the areas between the fingers, knuckles, and around the nails. Use a brush for cleaning under the nails.
5. Rinse hands thoroughly under running water. Allow the water to flow from above, down the fingertips. This rinses contaminants off the hands rather than up the arms.
6. Dry hands and wrists thoroughly with a sanitary single-service towel or hot air dryer. Dispose of the paper towel in a provided container.
7. Do not touch anything that could contaminate your hands before returning to work.
8. Wash your hands often enough to keep them clean at all times.

Removing Linens From an Isolation Room

Suggested Guideline	Reasons or Specifics
1) Wear disposable protective clothing (cap, gown, mask, and gloves)	To protect caregivers skin and clothing from becoming con-
2) Remove linens carefully from the bed with as little extra movement as possible	So that pathogens do not become airborn
3) Double bag all linen	Inside Bag- dissolves in hot water Outside Bag- identified as isolation linen by a specific label or color.
4) Remove protective clothing and place in trash before exiting room	To avoid contamination outside the room
5) Before exiting room, wash hands and arms following the correct handwashing procedure	To prevent the spread of disease to caregiver and others

Dishes That are Sanitary are Free From...

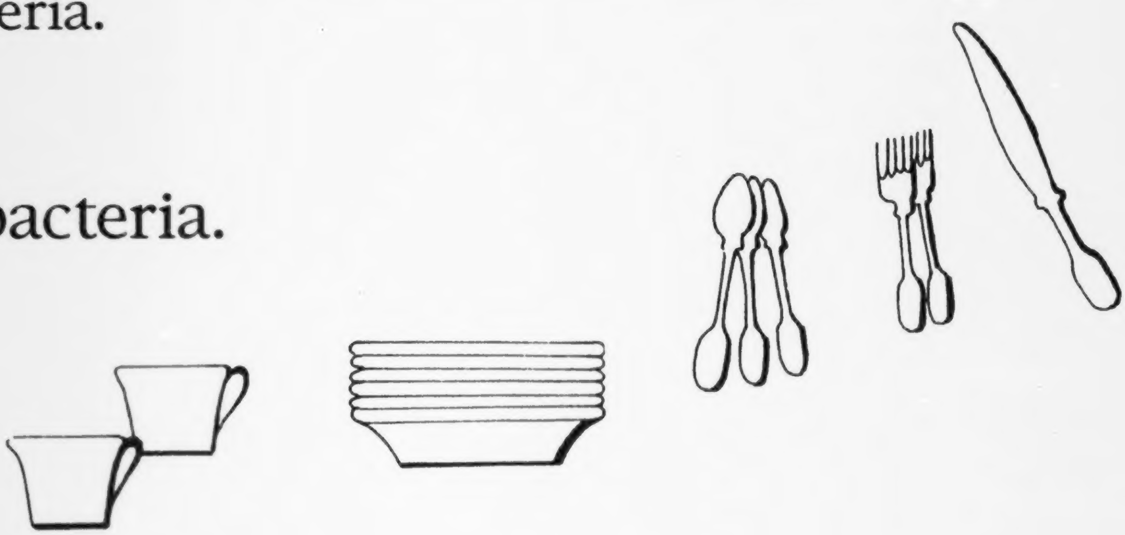
⊞ visible soil, such as dried foods.

▦ stains such as coffee, tea, and lipstick.

◫ greasy film.

⊟ cracks and chips that harbor bacteria.

▤ bacteria.



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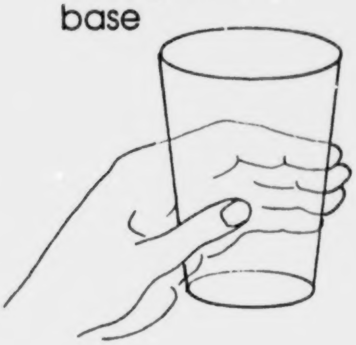
Handling Clean Dishes

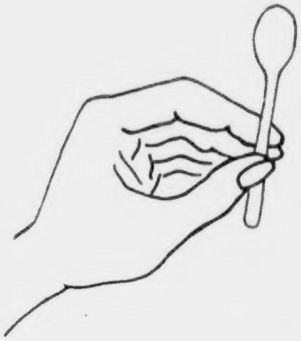
Glassware

Hold glasses at base



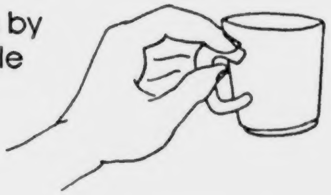
Flatware

Carry flatware by the handle



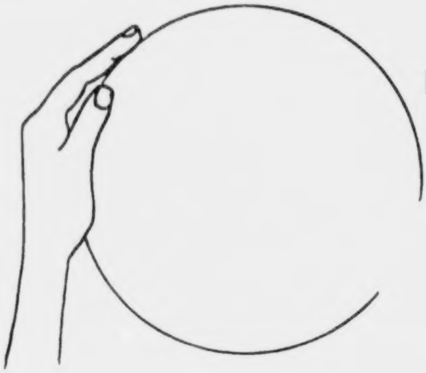
Cups

Hold cups by the handle



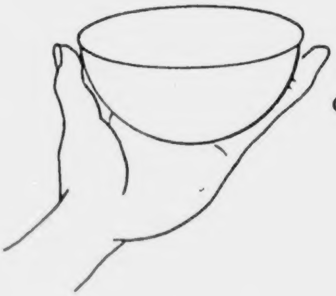
Plates

Hold plates by rim only

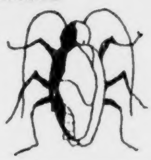
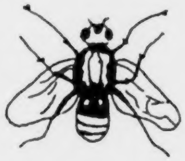
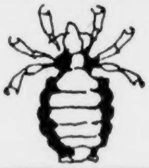


Bowls

Hold the outer area of bowl only



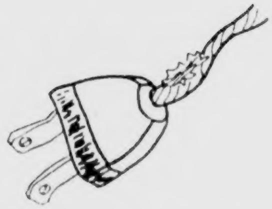
Knowing and Controlling Pests

Insect	Description	Control Method
Ants	Ants are considered a nuisance. They destroy food and crawl over filth.	Eliminate food supply. Store foods properly in closed containers. Maintain a clean environment.
Bedbugs	Bedbugs are wingless, reddish brown bugs that feed on blood. Bedbugs are found in bedding, cracks, crevices of walls, and baseboards. Their presence is detected by their odor, blood stains, and excretory spots.	Maintain a clean environment
Cockroaches 	Roaches like dark, damp, warm places. They live five years and carry diseases on their bodies and feet. They are often brought into institutions on delivery packages.	Maintain a clean environment. Store foods properly in closed containters. Eliminate dripping drains and faucets. Use insecticides.
Flies 	Flies lay their eggs in filth, rotting food, and human and animal waste. Flies spread disease.	Control a breeding place. Clean breeding areas and remove food. Cover garbage tightly and protect fod supplies. Use screens where possible. Kill by spray or traps.
Lice 	Lice are wingless parasites that live on animals and humans. Eggs hatch in two to three weeks. Lice carry typhus and relapsing fever.	Treat the host of the lice. Do not allow animals in food areas.
Mosquitoes	Mosquitoes breed in stagnant water and drains. They transmit disease by biting.	Screen openings. Remove stagnant pools of water or treat with insecticide. Repair leaks. Eliminate wet or damp areas or treat with insecticide if the area cannot be dried.
Termites	Termites live in colonies and feed on wood. They have an appearance similar to ants. A sign of infestation includes clay or dirt packed n basement floors.	Contact a professional exterminator; only professional control measures are effective against termites.

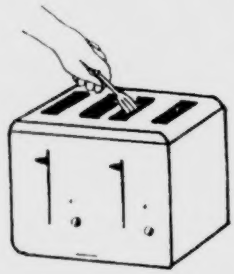
Reprinted from Reference Book: *Institutional Maintenance* (pg. 183).

TA 96a

Safety Hazards

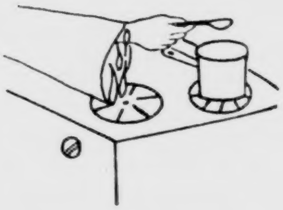


Frayed Electric Cord

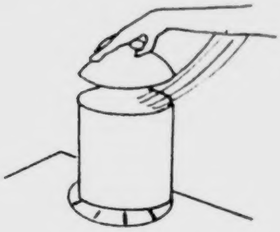


Fork Stuck in Toaster

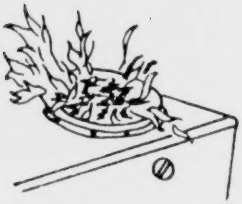
Knife Cuts



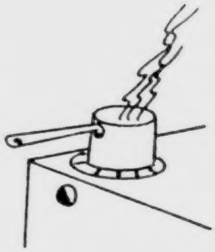
Improper Clothes



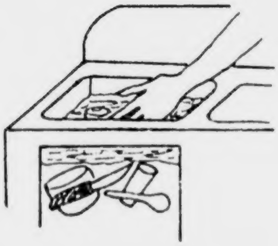
Steaming Liquids



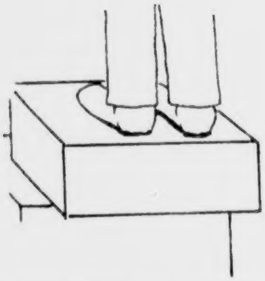
Grease Fires



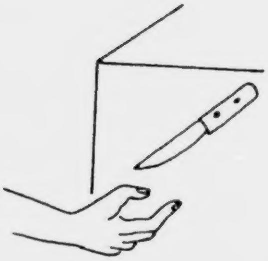
Handle Facing Out



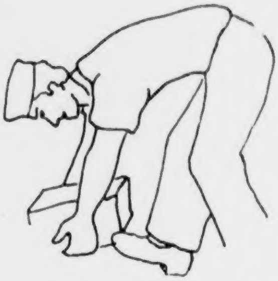
Knife in dishwasher



Standing on boxes to reach high places



Catching falling sharp objects



Improper lifting position

Spills

TA 97a

Preventing Falls, Burns, and Poisoning

Falls cause more injuries among the elderly than any other accident. Burns provide their share of misery and suffering for the elderly, and accidental poisoning is a threat at any age, but it becomes more critical as sight, taste, and smell diminish.

Instructions: listed below are ways to prevent falls, burns and accidental poisoning. In the first space provided, write an F, B, or P (F=prevents falls, B=prevents burns, or P=prevents poisoning). In the second space provided place a check mark for rules that would be easy and low-cost to implement or a plus sign for rules that would be difficult and costly to implement.

		Make sure that the gas range has an automatic pilot light for the oven as well as the burners.
		Light stairways and provide sturdy handrails on both sides.
		Mark the control settings for kitchen ranges in large letters for easy reading.
		Provide strategically-placed grab bars in the bathroom near tub, shower, and watercloset.
		Pour medicines from side opposite the label to keep exteriors of bottles clean.
		Provide large, deep ash trays for smokers.
		Encourage the wearing of well-fitting shoes and clothing that does not dangle or trail.
		Select cooking utensils that are lightweight and have flat bottom insulated handles.
		Store supplies within easy reach (between hip and eye-level)
		Have a place for everything and keep everything in its place.
		Choose electric appliances that have indicator pilot lights that shine when unit is on.
		Bring electrical wiring up-to-date by repairing or replacing any frayed or broken appliance cords and plugs and by adding enough outlets to handle electrical loads.

		For extra protection, draw a large red X on medicine labels on the outside. Install guards or screens on heating devices that may come in contact with parts of the body.
		Discourage the wearing of loose, flimsy garments around sources of flame or heat, such as kitchen ranges, fireplaces, and space heaters.
		Remove slipping and tripping hazards, such as toys, throw rugs, and low furniture arrangements.
		Provide and point out easy escape routes in the event of fire.
		Never store such products as medicines, cleaning agents, or pesticides near foods and spices.
		Wipe up spills and pick up objects immediately.
		Prepare special medicine labels with extra large letters for those with poor sight.
		Adjust heights of bed and chairs so they are easy to sit on and get up from.
		Insist on a "no smoking" rule when anyone is lying down.
		Paste or glue bits of sandpaper on the bottles and caps of medicines are not to be taken internally.
		Store internal medicines separate from external medicine bottles.
		Provide enough light switches so they do not have to grope through dark rooms, halls, or stairways.
		Measure out only one night's supply of pills at a time for the nightstand and keep a light handy on the nightstand.

ANSWERS: B, F, B, F, P, B, F, B, F, F, B, B, P, B, B, F, B, P, F, P, F, B, P, P, F, P.

Using Cleaning Supplies Safely

The following guidelines should be observed when using cleaning supplies:

- Avoid splashing cleaning products in eyes, on skin, or on clothes.
- Close drawers and doors carefully to avoid knocking over cleaning products.
- Dispose of unused portions of cleaning products by flushing them down the drain and then rinsing out the containers.
- Do not use cleaning products for purposes other than those for which they were designed.
- Close containers properly if work is interrupted.
- Destroy all unlabeled containers.
- Avoid the use of flammable cleaning compounds.
- Pour and use solvents in a well-ventilated area.
- Keep aerosol containers away from heat or unusually warm places. Do not incinerate aerosol containers.
- Keep all containers tightly closed.

Reprinted from Reference Book: *Institutional Maintenance* (pg. 77-78).

Electrical Appliance Safety Quiz

Directions: The following are true or false statements. Read each statement carefully and determine whether it is true or false. Write true or false in the blank beside each item.

_______ 1. Accident-prone refers to people who tend to have more accidents than others.

_______ 2. Flickering lights are danger signals that an electric line is overloaded.

_______ 3. If the correct wattage for a fixture is not known, a person should use a bulb no larger than 100 watts.

_______ 4. If a fuse blows out, a good quick remedy is to use a penny in place of the fuse.

_______ 5. Always pull a cord from the wall outlet before pulling the other end out of the electrical appliance.

_______ 6. As long as your hands are not dripping wet, you can safely touch a appliance that is plugged in.

_______ 7. It is unsafe to have a radio plugged in close to the sink while you are washing dishes.

_______ 8. Extra long cords should be attached to baseboards to prevent tripping over them.

Answers: 1-T, 2-T, 3-F, 4-F, 5-T, 6-F, 7-T, 8-T

TA 100a

Kitchen, Bathroom, Living Room, and Bedroom Safety for The Elderly

Kitchen Safety

- Shallow sink
- 32-inch counter
- Drawers within easy reach from chair
- Racks above sink for shallow pans
- Low wall cabinets
- Controls at front of stove
- Space for wheelchair

Bathroom Safety

- Grab bars fastened to walls around the bathtub, commode and shower stall
- Raised commode seat
- Seat/bench in shower stall
- Seat/bench in bathtub
- Lever- type faucet
- Sink 36 inches from the floor
- Wall-to-wall synthetic fiber carpet with non-slip backing
- Mirrored medicine cabinet over sink with sliding door
- Access for wheelchair

Living Room Safety

- Sofa raised to height of 20 inches on wooden blocks (hidden)
- Coffee table on wheels or casters
- Proper lighting
- Electrical cords out of walkways
- Non-slip rug

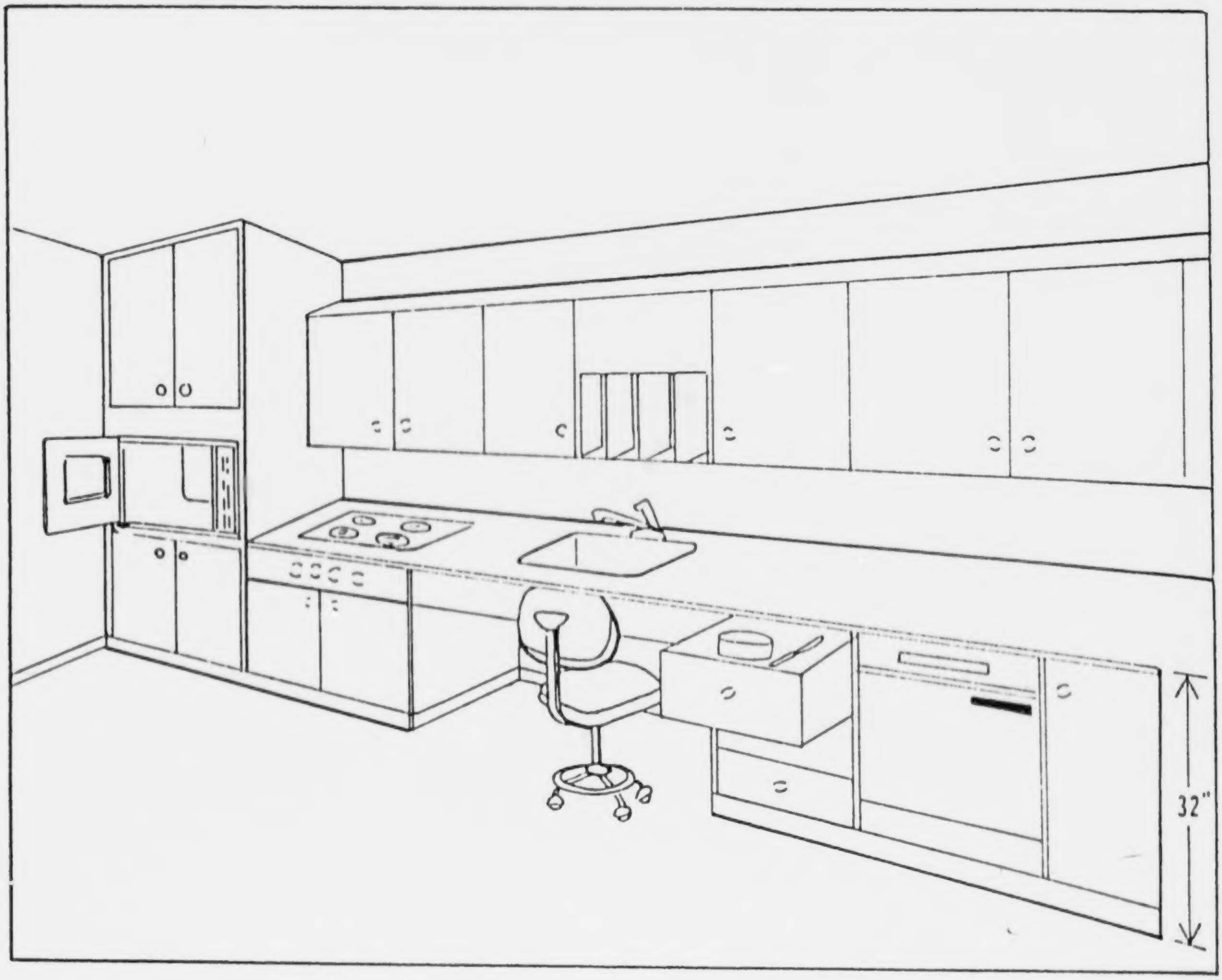
Bedroom Safety

- Space for wheelchair mobility
- Minimum clearance of 18 inches on both sides of bed (36 inches between twin beds; 48 inches if occupant uses wheelchair).
- Closet accessible by wheelchair
- Table at bedside for liquids, medicine, tissues, books, and magazines
- Nightlight or flashlight conveniently located near bed

TA 100b

Kitchen Safety for The Elderly

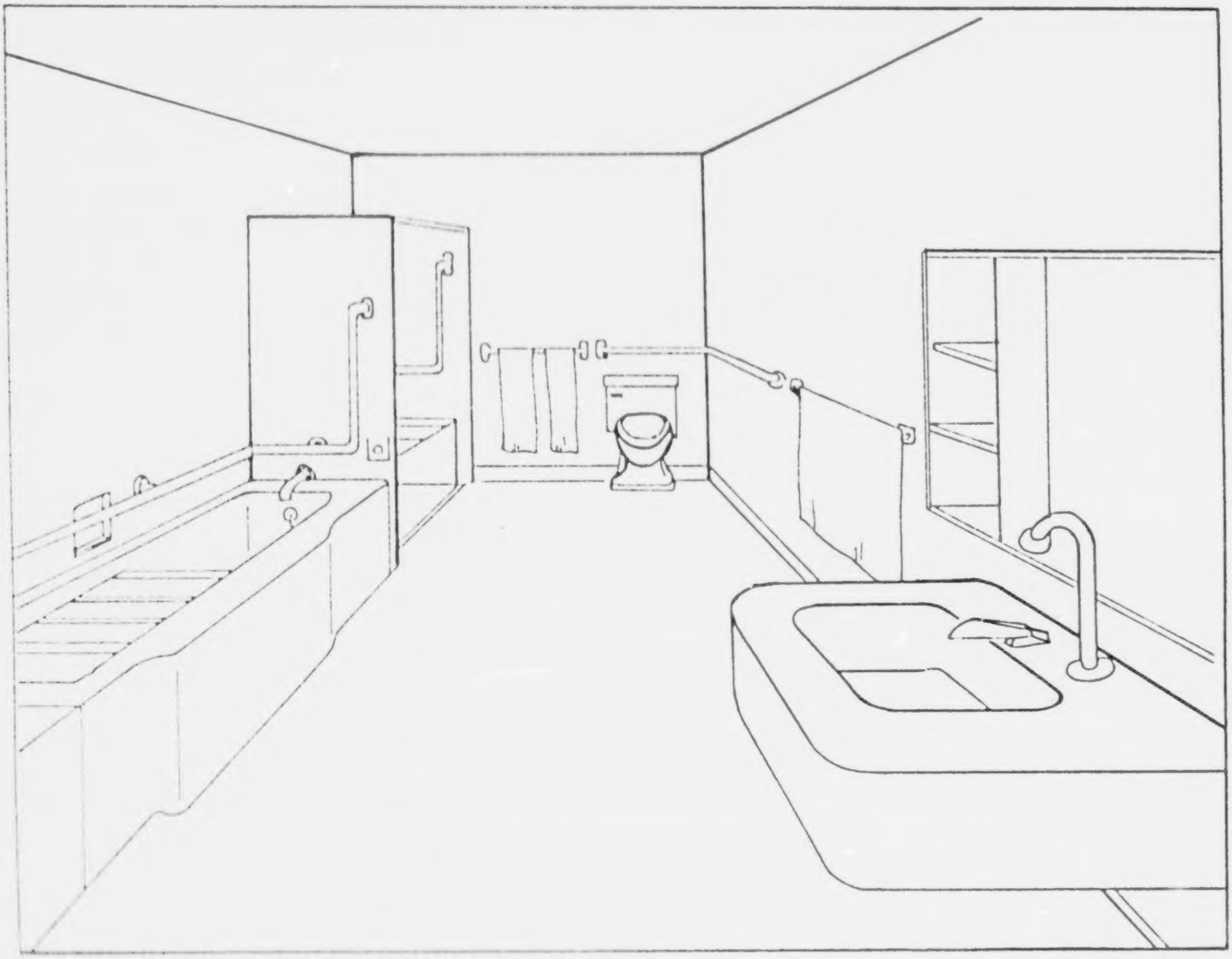
Directions: Identify the safety features for the elderly which are shown in the illustration.



TA 100c

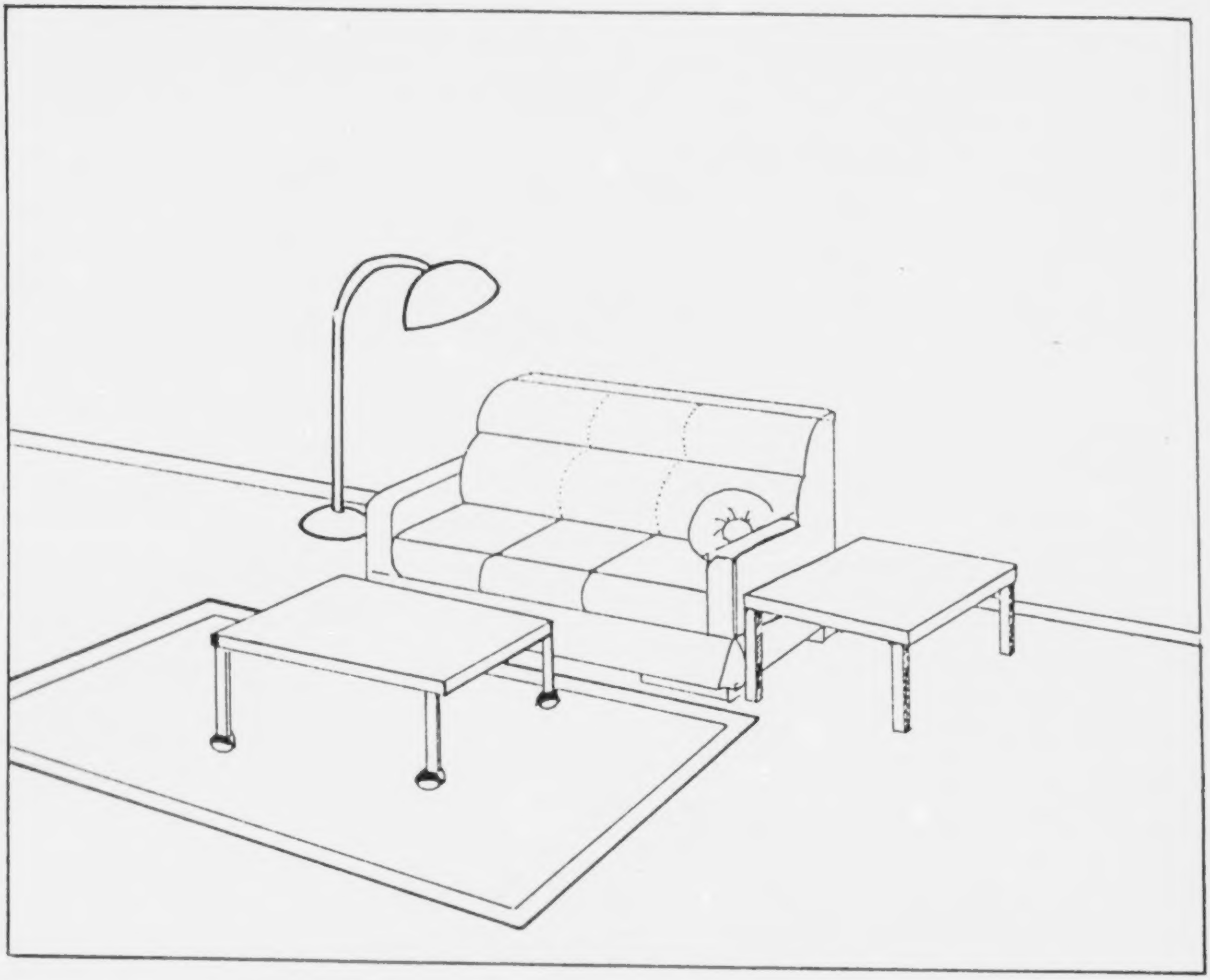
Bathroom Safety for The Elderly

Directions: Identify the safety features for the elderly that are shown in the illustration.



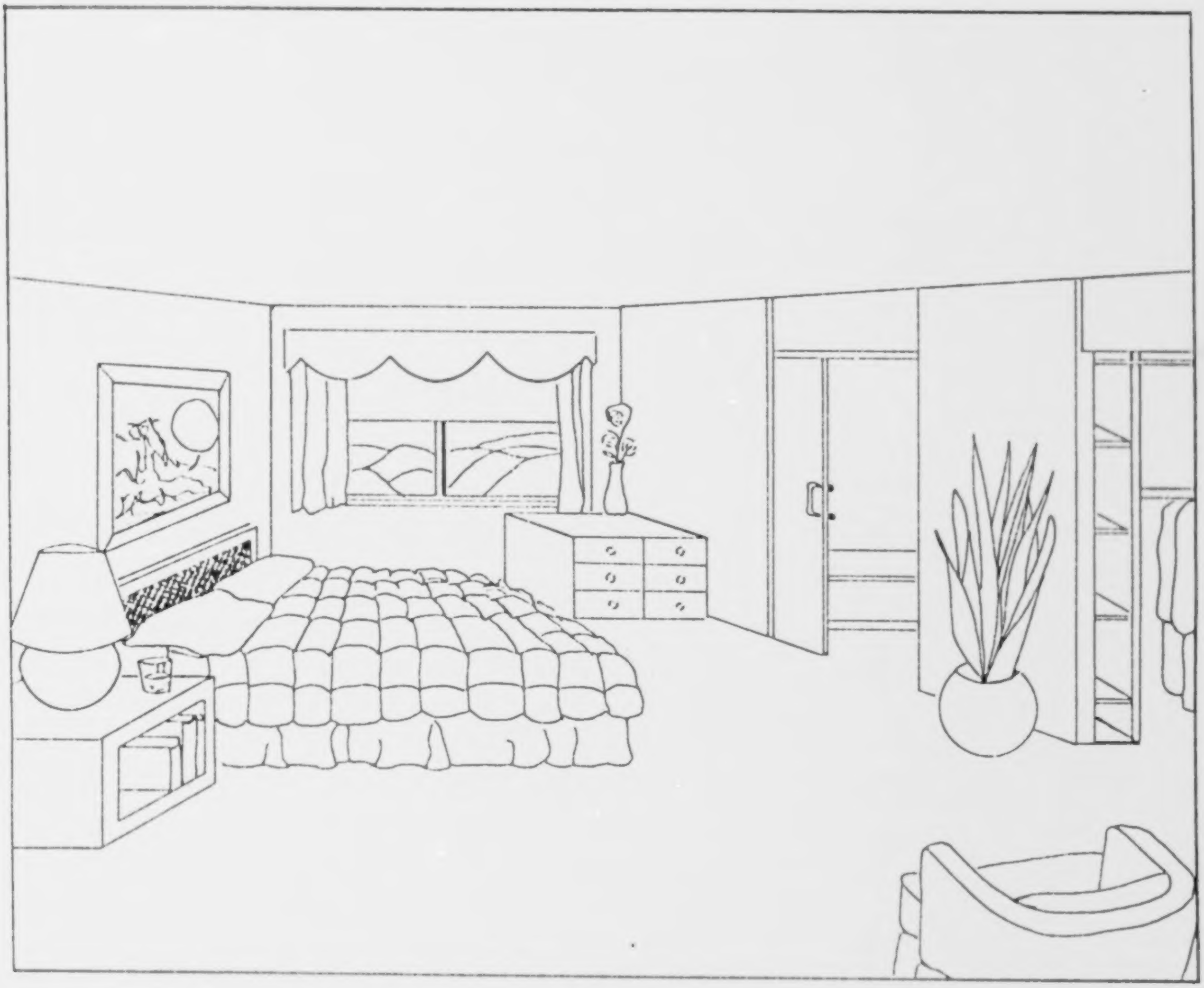
Living Room Safety for The Elderly

Directions: Identify the safety features for the elderly which are shown in the illustration.



Bedroom Safety for The Elderly

Directions: Identify the safety features for the elderly that are shown in the illustration.



Safe Stairways and Walkways

- Light switches should be located at both the top and bottom of stairways.
- Handrails should be securely fastened on both sides of the stairway and should always be used when climbing up or going down the steps.
- Carpet should be firmly attached to the steps along the stairs. Loose or worn carpeting can lead to insecure footing resulting in slips or falls.
- All objects should be removed from stairways. Items should never be stored on stariways.
- All pathways must be clear and wide enough for a sofa, table, or cabinet to pass safely without damaging items in its path.
- All walkways should be free of objects, furniture, or other items that can cause someone to trip.

Reprinted from Reference Book: *Housing, Home Furnishings and Equipment Management, Production and Services* (pg. 34).

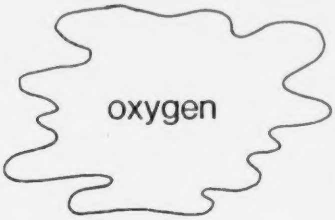
TA 102

The Three Elements of Fire

Remove Any One Element to Extinguish A Fire

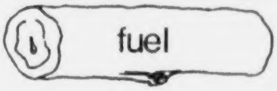
1. Oxygen

To remove
*put lid on pan
*douse with soda or salt
*use fire blanket
*cover with foam
*drown with water (unless grease or electrical fire)



2. Fuel

To remove
*turn off gas
*turn breaker-switch off
*remove flammable materials



3. Heat

To remove
*cool with water
*turn of burners or heating element

Reprinted from Curriculum Guide: *Food Production, Management and Services* (pg 191).

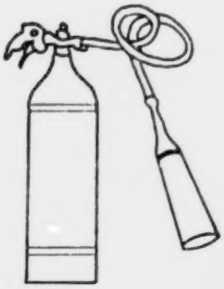
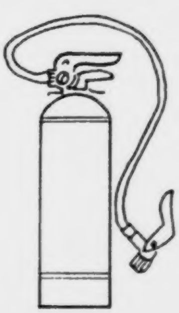
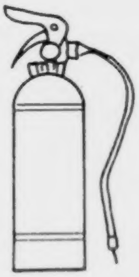
TA 103

Fire Prevention Checklist

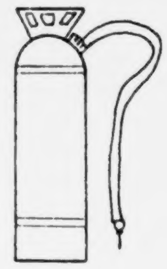
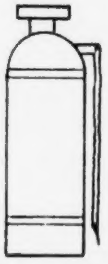
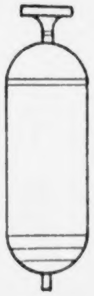
✓ Evaluate your own home for fire safety	YES	NO
Smoke detector installed and working properly.		
Electrical equipment away from walls, curtains, and other flammable materials.		
Portable heaters in good repair and away from flammable materials.		
Rubbish cleaned out and stored in proper trash cans.		
Oily rags stored in closed metal container(s).		
Combustible materials stored outside of the house.		
No flammables near stove, furnace, fireplace, or other heat sources.		
Outdoor electrical equipment weatherproofed.		
Electrical cords in good repair.		
Electrical plugs in good repair.		
Electrical wiring not overloaded.		
Radio and TV grounded.		
Right-size fuses used.		
Stove clean and free from grease.		
If gas stove, no gas leaks.		
Furnace in good repair.		
Chimney clean and free from ashes.		
Screen over fireplace opening.		
Dryer free from lint.		
Debris cleared from yard.		

TA 104a

Fire Extinguishers

Fire Extinguisher	***Contents***	***Use***	***Operation***
Carbon Dioxide 	Liquid carbon dioxide under pressure	Burning liquids or electrical fires where a smothering action is needed	Carry to fire, pull pin on side of handle, and open valve. Hold by insulated handle. Squeeze handle grip and direct discharge from horn to base of fire. Discharge range is 6 to 8 feet. A 15 pound size lasts about 42 seconds.
Dry Chemical 	Bicarbonate of soda, dry chemicals, and cartridge of carbon dioxide gas	Live electrical fires, wood, paper, excelsior, and other ordinary combustible materials	Carry to fire, pull pin, and open valve (or press lever). Squeeze handle grip and directly discharge to base of fire. Discharge range is about 14 feet. A 30 pound size lasts 22 to 25 seconds.
Pressurized Water 	Plain water	Paper, wood, excelsior, cloth, and general combustible fires requiring cooling and quenching	Carry to fire, squeeze handle grip, and directly discharge to base of fire. Discharge range is 30 to 40 feet. A 25 gallon size lasts 50 to 55 seconds. Do not use on burning liquids or live electrical fires; it will spread the fire or cause a deadly shock.

Reprinted from Curriculum Guide: *Food Production, Management, and Services* (pg. 192).

Fire Extinguisher	***Contents***	***Use***	***Operation***
Soda Acid 	Bicarbonate soda solution and sulfuric acid	Paper, wood, excelsoir, cloth, and general combustible fires requiring cooling and quenching	Carry to fire, turn bottom up, and directly discharge to base of fire. Discharge range is 30 to 40 feet. A 25 gallon size lasts 50 to 55 seconds. Do not use on burning liquids or electrical fires; it will spread the fire or cause a deadly shock.
Foam	Aluminum sulfate and biocarbonate of soda	Grease, oil gasoline, and paint fires	Carry to fire, turn bottom up, and directly discharge to base of fire. Discharge range is 30 to 40 feet. A 25 gallon size lasts 50 to 55 seconds.
Gas Cartridge 	Water and cartridge of carbon dioxide gas	Wood, paper, and textile fires; gasoline, oil, anesthetic, or organic solvent fires	Carry to fire, turn bottom up, bump, and directly discharge to base of fire. Discharge range is 30 to 40 feet. a 2 1/2 gallon size lasts 50 to 55 seconds.
Vaporizing Liquid 	Carbon tetrachloride and other chemicals	Live, electrical fires	Carry to fire, turn handle, pump by hand, and direct discharge to base of fire. Discharge range is 20 to 30 feet. A 1 quart size lasts 40 to 45 seconds.

Get Acquainted with Preventive Health Measures

Directions: Preventive health measures are important. How well do your classmates practice them? Write the name of one of your classmates who knows or does each of the following:

✓ Exercises regularly	
✓ Has had a physical exam this year	
✓ Knows where his or her record of immunization is located	
✓ Knows what generic drugs are	
✓ Can name two benefits of exercise	
✓ Can identify the recommended number of servings daily from the Milk Group for the elderly	
✓ Ate a source of iron yesterday	
✓ Maintains his or her ideal weight	
✓ Can name the Food Groups	
✓ Ate breakfast this morning	

TA 106

Women's Health Issues

Condition	Name of Screening Test	Recommended Frequency of Screening Test
Cancer		
Breast		
Reproductive Organs		

Osteoporosis

List of preventive measures

Menopause

What a woman can do to lessen symptoms

Mental Health
Depression

What a woman can do to overcome depression

TA 107

PREVENTING THE SPREAD OF COMMUNICABLE DISEASES

☞ General precautions for caregivers to take to prevent the spread of infectious diseases include the following: always wash hands thoroughly before and after going into the room of a person with an infectious disease; consider the use of a mask and/or gown while caring for infected person; and follow guidelines carefully for handling soiled linens.

These diseases...	Transmitted through...	By....
Colds, flu, and Tuberculosis	Nose, throat, mouth, or lungs	• Sneezing and coughing without covering mouth • lack of proper disinfecting techniques in infected persons living area • eating food prepared by infected person • handling items used by infected person
Dysentery and typhoid fever	stool	• Lack of proper disinfecting techniques in infected persons living area • handling items (especially toiletries) used by infected person • lack of proper handwashing
Impetigo, Scabies, and Chicken Pox	skin	• Improper care of infected area • preparing food with infected wound • seepage of secretions through dressing
Syphilis and Gonorrhea	Mucus membranes	• Sexual intercourse and very close body contact
Hepatitiis B and AIDS	Blood	• Unsanitary use of needles and infected blood transfusions • Unsanitary use of needles • infected blood transfusions • sexual intercourse

✓DO's and ✗Don'ts for Medications

✓DO

- Understand the doctor's orders clearly.
- Read the label on the container thoroughly.
- Give medication on time.
- Give medication in the proper dosage.
- Ask the doctor if a generic drug can be prescribed. Generic drugs are less expensive than brand name drugs.
- Be careful in mixing foods and drugs. Ask a doctor or pharmacist for a list of foods and liquids that do not mix with the drug.
- Know what precautions to take with specific drugs (such as stay out of sun, take with liquid or food, and avoid alcohol).
- Keep a record of medications given by recording the time and amount administered.

✗DON'T

- Give medication to any person other than the person for whom it is prescribed
- Give medication if you are not sure about the drug, the dosage, or how to give it.
- Mix medications without consulting the doctor or pharmacist. If more than one doctor is being used, each doctor should be made aware of all medications prescribed.
- Fail to report unexpected side effects to the doctor while taking medication.

TA 109

Drug Combination Hazards

Directions: Complete the chart by filling the blanks in third column.

This Drug		Mixed with.....	Can Cause
1.	Aspirin	Alcohol	Stomach bleeding
2.	Darvon	Cigarette smoking	Reduced pain relief
3.	Contac, Histapan, and Teldrin	Alcohol	Drowsiness
4.	Antibiotics	Alcohol	Headache, nausea, and vomitting
5.	Barbiturates, sedatives, and tranquilizers	Alcohol	Drowsiness to death
6.	Alka-2, Rolaids, and Tums	Tetracyclines	
7.	Antacids, Rolaids, and Tums	Iron preparations (for anemia)	
8.	Ampicillin	Citrus fruit juices	
9.	Tetracyclines and Mycins	Milk and dairy products	
10.	Antidiarrheals (lomotil)	Barbiturates, sedatives, and tranquilizers	
11.	Penicillin	Food	

Note: This list is just a sample of hazardous combinations of drugs. Ask a physician or pharmacist for further information.

Answers: 6) Infections might continue, 7) Anemia might continue, 8) Reduced absorption and infection might continue, 9) reduced absorption and infection might continue, 10) Increased drowsiness, sedation, or hypnosis, 11) Reduced effectiveness (take 1 to 2 hours before meal or 2 hours after meal)

SITUATIONS IN WHICH ELDER ABUSE OR NEGLECT MIGHT OCCUR

☛Elderly person lives alone without family or friends nearby

☛Elderly person does not want to be cared for

☛Relationship difficulties within the family structure of the elderly person.

☛Elderly person requires more care than can be provided by responsible family member or friend

☛Family member or friend displays self-concern over and above concern for the well-being of the elderly person

Adapted from: *FACES OF NEGLECT*, by Dubin, Delong, and Smith; copyright Hogg Foundation for Mental Health, 1988.

Temperature Facts

The normal body temperature varies from 97°F to 99°F and is usually 98.6°F.

Emotions, water intake, weather, food, and clothes can affect body temperature.

Measurement of body temperature can be by mouth, rectum, axilla (underarm), or ear.

Persons with fever should be kept quiet and comfortable.

Early evening is the time when body temperature will be highest, and about 4:00 a.m. is when it will be lowest.

Rises in temperature can be gradual or sudden.

Accuracy in measuring body temperature is important.

Thermometers are used to measure body temperature.

Use careful and sanitary procedures when cleaning thermometers.

Rapid drops in temperature may cause shock.

Evaporation of body fluids can cool the body and cause a drop in temperature.

Fevers can be low grade (100° F) or high grade (103°-105° F or above)

Always consider body temperature and respiration together because of the relationship to each other.

Common cause of a change in temperature is the body's defense against infection and poisons.

Treatment for a fever centers around the cause, not the fever.

Subnormal temperature is below 98.6° F.

WHEN TO TAKE SOMEONE'S TEMPERATURE

❀ Although a person may be ill without having fever, fever is usually a sign of illness. Certain symptoms, observed or expressed by the elderly, indicate that temperature should be taken. Some of these symptoms include the following:

flushed face or any skin rash

hot, dry skin

excessive thirst

rapid pulse

headache

aching in joints or over entire body

nausea or vomiting

diarrhea or constipation

pain

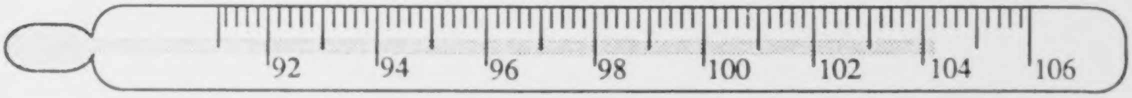
cough or respiratory distress

*If the temperature is over the normal ranges of body temperature [(97°F to 99°F (oral); 98.6°F to 100°F (rectal); and 96.6°F to 98°F (armpit)], seek medical help.

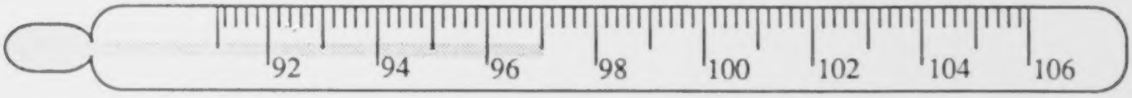
READING A STANDARD THERMOMETER

Directions: Read the following thermometers. Write the correct temperature reading in the space provided above each one.

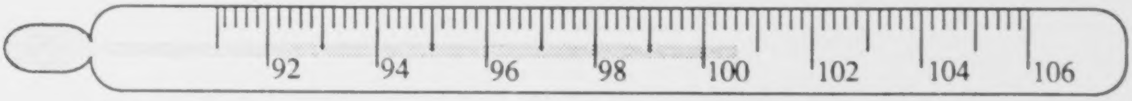
1. ________



2. ________



3. ________



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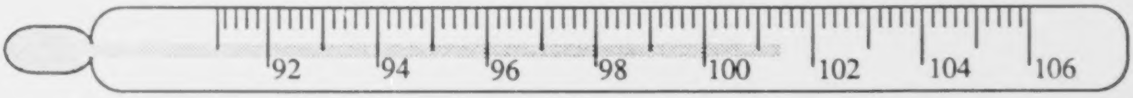

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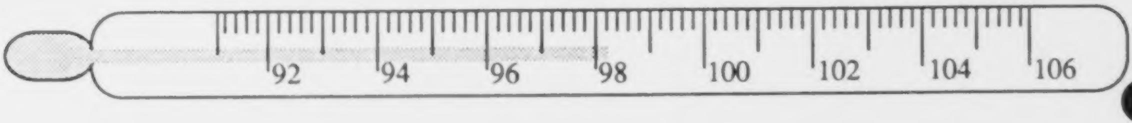
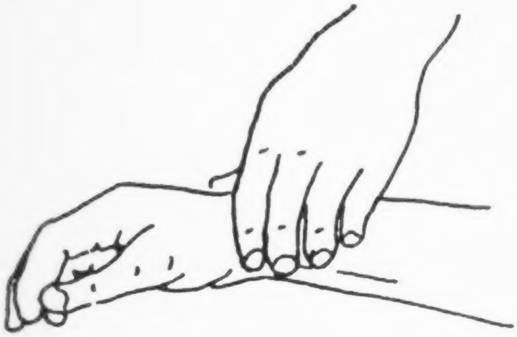


Adapted from Curriculum Guide: *Families With Special Health Needs* (TA 26).

STEPS FOR TAKING SOMEONE ELSE'S PULSE

For accuracy, the pulse should be counted using a watch with a second hand for a full minute. Another observation about the pulse that you should record is the strength of the beat. Some terms you might use are "weak," "strong," "thready," "irregular," and "fluttering." Caregivers should follow the steps listed below when taking the pulse:



1. Place your finger on the radial artery (inner wrist behind thumb).

2. Count the rate of pulse using a watch with a second hand for a full minute.

3. Record the pulse rate and any other observations.

HOW TO MONITOR RESPIRATORY RATES

Because the rate of breathing can be controlled somewhat by each person, the count should be taken when he or she is unaware that the rate of breathing is being counted. The rate of respiration might be counted before or after taking the pulse, while your fingers are on the person's wrist.

▲ The rise and fall of the chest or upper abdomen is considered one respiration.

▲ Count the number of respirations for fifteen seconds and multiply by four. This is the respiratory rate.

▲ Notice if the respirations are shallow, deep, rapid, slow, painful, easy, labored, yawning, sighing, or noisy.

Average Respiratory Rates

AGE GROUP	RESPIRATIONS PER MINUTE
Elderly	14-18
Adults	16-20
Adolescents	20-22
Three-year olds	20-26
Two-year olds	26-30
One-year olds	26-30
Infants	40-60

Reprinted from Curriculum Guide: *Families With Special Health Needs* (TA 27).

FIRST AID PRINCIPLES

1. LOOK OVER THE SITUATION

- Is the emergency or injury minor or major?
- Does the emergency or injury require immediate medical attention?
- Can the situation be remedied with first aid?

2. CHECK THE PERSON

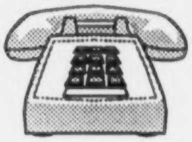
- Determine the extent of the injury, if possible.
- If the person is conscious, ask the person to describe any pain or injury that may not be visible.
- Try to keep the person as calm as possible.

3. MAKE THE PATIENT COMFORTABLE

- If the person is seriously hurt, try not to move the person until medical assistance arrives.
- If needed, gather blankets to cover the person.
- Try to keep the person as calm as possible.

4. GIVE THE NECESSARY FIRST AID TREATMENT

- Give first aid if the person does not require professional medical attention.
- Give first aid if the person needs help before medical help arrives.



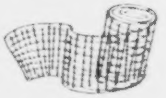
5. CALL FOR MEDICAL ASSISTANCE

- If necessary, phone the ambulance, paramedics, or fire department.
- If assistance is not needed at the scene of the emergency, but the person requires medical attention, take the person to the hospital emergency room or to the nearest urgent care center.

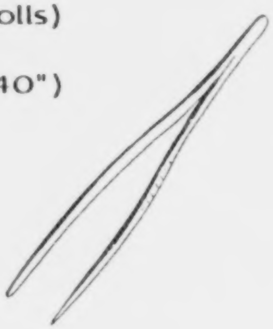
FIRST AID SUPPLIES

- First aid kits may be purchased completed or assembled by purchasing supplies and a storage box. A list of suggested supplies follows:

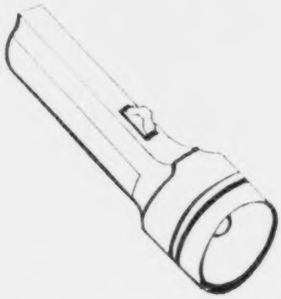
- Sterile Gauze Pads (3" X 3" and 2" X 2")
- Gauze Roll Bandage



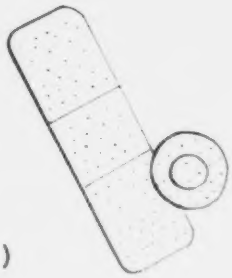
- Small Adhesive Bandages
- Bandage Compresses
- Adhesive Tape (one or two rolls)



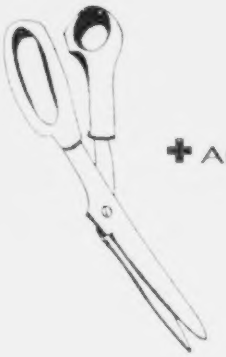
- Triangular Bandage (30" X 40")



- Scissors
- Tweezers
- Safety Pins
- Elastic Wrap
- Aspirin or Acetaminophen

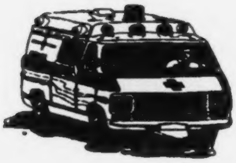


- Bar of Plain, Unscented Soap



- Ice Bag
- Calamine Lotion
- Antiseptic Cleanser (Hydrogen Peroxide)
- Thermometer
- Antiseptic Cream
- Alcohol
- Tourniquet (long piece of fabric)
- Flashlight (with extra sealed batteries)
- Tongue Depressors (Can be used as temporary splints)

EMERGENCY PROCEDURES



CALL THE AMBULANCE IF...

- The situation is life threatening
- The victim is unconscious
- There is a serious head, neck, or back injury
- Broken bones are obvious
- There is severe bleeding
- The victim has serious difficulty breathing
- The victim is in shock
- The victim contracts a sudden serious illness and cannot be easily moved

GO TO THE EMERGENCY ROOM IF...

- You are unsure about the seriousness of the situation
- Time is critical
- You are unable to reach your personal doctor

REMEMBER

L • I • F • E

L • ***Location of Emergency***

I • ***Injuries and number of people injured***

F • ***First aid already given***

E • ***Equipment required to treat specific injuries***

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TA 120a

Attitudes about Death

Directions: Mark a ✓ in the blank that best represents your situation. There are no right or wrong answers. The purpose of this questionnaire is to help you identify your own feelings about death.

1. Whose death was the first that you remember?

_____ A. Grandparent or great grandparent
_____ B. Parent
_____ C. Sister or brother
_____ D. Other family member
_____ E. Friend
_____ F. Stranger
_____ G. Famous person
_____ H. Animal

Other:

2. To the best of your memory, at what age were you first aware of death?

_____ A. Under age three
_____ B. Three to five
_____ C. Five to ten
_____ D. Ten or older

Other:

3. When you were a child, how was death talked about in your family?

_____ A. Openly
_____ B. With some discomfort
_____ C. Only among adults
_____ D. As though death was a forbidden subject
_____ E. Do not remember any talk about death

Other:

4. Which of the following best describes what you thought death was when you were a child?

_____ A. Going to Heaven or Hell
_____ B. Some different kind of life
_____ C. Sleep
_____ D. Too mysterious to know
_____ E. Had no idea
_____ F. Cannot remember

Other:

TA 120b

5. Which of the following most influenced the way you think about death now?

______ A. Death of someone close
______ B. Things you have read
______ C. Religion
______ D. Funerals
______ E. TV, movies, or radio
______ F. Length family members have lived; how long lived

Other:

6. What thing about your own death bothers you most?

______ A. I could no longer have any experiences
______ B. I am afraid of what may happen to my body after death
______ C. I am not sure what will happen to me if there is life after death
______ D. I could no longer provide for my family
______ E. I could not finish things I had started
______ F. The process of dying may be painful

Other:

7. At what age do you think people are most afraid of death?

______ A. Up to 12
______ B. 13-19
______ C. 20-29
______ D. 30-39
______ E. 40-49
______ F. 50-59
______ G. 60-69
______ H. 70 and over

Other:

8. If it were possible, would you want to know the exact date on which you were going to die?

______ A. Yes
______ B. No

Other:

9. If your doctor knew that you would die from a disease and had a limited time left to live, would you want him to be told?

______ A. Yes
______ B. No
______ C. Depends on circumstances

Other:

10. What efforts do you think should be made to keep a seriously ill person alive?

_____ A. All possible efforts, including transplants
_____ B. Efforts that are reasonable for the patients age, physical and mental condition, pain
_____ C. A senile person should not be kept alive by elaborate artificial means

Other:

11. If I were working for a client who became seriously ill, I would

_____ A. Stay to the end
_____ B. Resign immediately
_____ C. Request reassignment to get away from the situation
_____ D. Stay on to the end, but never work for the elderly again
_____ E. Do not know

Other:

12. If I were working for a client who was dying and who wanted me to help him plan his funeral, I would

_____ A. Stop the conversation and talk about something cheerful
_____ B. If no family, call a funeral director
_____ D. Call the client's minister
_____ E. Do not know

Other:

TA 121

Situations About Death

Directions: Role play how you would react in the following situations.

Case Study A The home health aide of an elderly person is informed by the attending physician that his or her charge is terminally ill. Now the caregiver must go visit the elderly person who is dying.

Case Study B The companion of an elderly person must inform the family that the elderly person is about to die.

Case Study C The housekeeper enters the room and discovers that his charge is dead.

Case Study D The caregiver must tell an elderly person that his or her close friend has died.

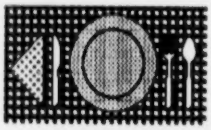
Case Study E A personal attendant is helping the wife of an elderly couple while the husband goes in to rest. Later the wife goes in to get him for dinner but comes out without him, saying she does not want to waken him. The personal attendant goes in later and realizes the man is probably dead.

Case Study F A caregiver is working with a man who reminds her of a favorite uncle. The caregiver was unable to attend the funeral of her uncle. The client dies suddenly in his sleep one night.

Help For The Terminally Ill

Pharmacists

Dietitians



Nurses

Housekeeping Services

Physical Therapists

Friends

Psychologists

Clergy

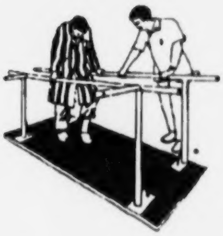
Physicians

Hospice Services

Social Workers

Occupational Therapists

Psychiatrists



Support Groups

Family Members

TA 123

Communicating with The Terminally Ill

■“You know I can’t sleep when you’re not here. Please stay with me tonight. You can sleep in the next room so you’ll be close by if I need you. Don’t leave me!”

■“The doctor told my son I’m really bad, didn't she? Will I have to have more of those treatments? Will they let me go home soon? I want to die at home. I’m not going to make it, am I?

■“I just feel terrible today. I haven’t felt good for a long time. Those people in the next room are making too much noise, and it makes my head hurt. I don’t want that medicine; it makes me sick. You just don’t know how bad I feel.”

■“Help me get dressed. I’m going to get out of here. You just drive me home, and I’ll be fine.”

■“This food is terrible; they must think I’m a baby. I’m sick of mushy food. Here’s some money. Please go and buy me a hamburger with all the trimmings. I don’t care what the doctor says. I need a decent meal.”

■“What is this medicine for? Why do I have to take it? Will it make me feel better? How long will I have to take it? Is it expensive? You know I don’t have much money.”

TA 124

What Can I Do To Help?

A mother of three small children died in 1985 after a long struggle with cancer. Before she died, she left some helpful hints of things that people could do for her and her family.

"Cook a dinner for my family, but offer a choice of two courses and bring it in disposable containers because I may not be able to return your dishes. (Two choices because one week we had tuna casseroles four nights in a row.)

Make homemade cookies or brownies and bring them frozen, so I can have the delight of sending off fresh cookies with my kids to school.

Call before you visit, but drop by for twenty minutes when you can.

Ask me who you know that I may like to see and bring them by. Often I am too shy to approach a friend on my own.

Offer to run two meaningless errands a week for our family.

Allow me to feel sad or prepare for the worst. One of the worst problems of serious illness is that everyone wants to encourage the patient, but sometimes having the luxury of a good cry with a friend allows the tension to escape.

Even if the joke is terrible, tell me. I need to laugh.

Touch me. The isolation of being an invalid makes the power of love sweeter.

Say the word cancer around me and talk about the real life you are living. This helps me feel less like an untouchable and like I am still involved in the world of normal things.

Tell me how great I look considering what I am going through. I still need to feel honestly attractive.

Remind me of the abundant life and the promises our faith holds out to us all. It is easy to forget these."

Reprinted with Permission. Adapted From: First Baptist Church Newsletter. Clemson, S.C., 1985, Dr. Roger Lovette, pastor.

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TA 125

Stages of Grief Experienced by A Terminally Ill Person

From the time people learn that they are suffering from a terminal illness until their deaths, they go through five stages of grief.

DIRECTIONS: Give a short description of the purpose and characteristics of each stage in the appropriate box.

Stages	Purpose	Characteristics
Denial		
Anger		
Bargaining		
Depression		
Acceptance		

The Grief Process

Case Study 1

I can't understand why I'm not feeling any better. My friends at school and at work tell me I should be over my Mom's death by now. After all, it has been a month. But as each day goes by, I feel worse. What is the matter with me?

Case Study 2

My mom and dad refuse to mention Sheila and her illness. It is as if when she died we were supposed to erase all of our memories about her. Is it wrong for me to want to talk about her? Why won't they discuss her? What can I do?

Case Study 3

I keep telling Kelly that everything will work out in time. When my dad died three years ago, my mom also started drinking. If my mom could get over my dad's death and straighten herself out, so can her mom. We all go through the same feelings and adjustments when we are grieving. Just give her time and things will work out. Don't you agree?

TA 127

Myths About Bereavement

✂It is a short process.

✂Grief should be private and not shared with anyone.

✂Crying is a sign of weakness, and self control is a sign of strength.

✂Persons who are mourning should never feel sorry for themselves.

✂Everything will turn out all right in time.

✂Grief is the same experience for everyone.

✂Talking about grief will make it worse.

TA 128a

Steps For Helping a Person Through Grief

☛ Listen. Let the person talk it out.

☛ Realize bad feelings (guilt) need resolving but not necessarily immediately.

☛ Accept the person's thoughts and feelings about his or her memories.

☛ Be aware that the grieving period varies with different people.

☛ Assist in getting medical treatment when indicated.

☛ Be honest with the person and yourself.

☛ Share your own grief thoughts and feelings if pertinent.

☛ Help person become involved in other activities at own pace.

☛ Be willing to be recipient of person's anger and frustration.

☛ Be available but do not impose on person's privacy. Be sensitive to when you are wanted and when you are not.

☛ Help person to look for meaning in the experience, especially in light of the person's faith.

☛ Encourage an attitude of gratitude. This may come in later reflections.

☛ Humor, judiciously used, is helpful.

☛ Let your love be genuine.

☛ Affirm the person's strength that he or she is okay and will recover.

☛ Offer to share with the person in prayer or arrange for a minister to visit.

☛ Consider discussing the person's dreams as a means of revelation, release, and spiritual comfort.

Reprinted with permission. Batzler, C. R., *Through the Valley of the Shadow*, Hidden Valley Press, 1983.

TA 128b

- Be willing to involve other caring persons to help you in your grief work.
- Be aware that the body has its own wisdom and that physical movement and exercises are often excellent healers of grief.

Pretest on Principles of Body Mechanics and Positioning

Directions: Write the word "True" or "False" in the space provided before each statement.

_____ 1. If you are moving heavy objects, it is better to push, roll, or slide them rather than lift.

_____ 2. When you need to lift from the floor, bend from the waist.

_____ 3. Proper body alignment reduces muscle strain.

_____ 4. Use as little energy as possible when moving, carrying, or lifting heavy objects.

_____ 5. Stooping with proper body alignment prevents fatigue.

_____ 6. Proper body alignment applies only to standing or bending.

_____ 7. Alignment means lining up the body parts.

_____ 8. A narrow base of support provides best balance.

_____ 9. When repositioning a bedridden person, keep your back straight and bent with your hips and knees.

_____10. The muscles of the back should be used as the main force in repositioning.

Answers: 1) True, 2) False, 3) False, 4) True, 5) True, 6) False, 7) True, 8) False, 9) True, 10) False

Body Mechanics

Body mechanics deals with how a body moves and maintains balance. Proper body mechanics can help caregivers to avoid back and muscle strain and to prevent injury and fatigue. The body works as a conditioned unit. Use as little energy as possible when moving, carrying, or lifting heavy objects.

General Guidelines

1. Hold head erect, chest up and tighten abdomen and buttock muscles to maintain correct alignment of the spine.
2. Wear shoes that provide proper support.
3. Improve body balance by standing with feet slightly apart and one foot forward.
4. Use lifting as a last resort. Motions that require less effort include pushing, pulling, rolling, turning, and sliding.

Benefits of Proper Body Mechanics

- Proper walking habits reduce fatigue and stress.
- Stooping with proper body alignment prevents fatigue.
- Proper body alignment in sitting reduces muscle strain and provides proper circulation in thigh blood vessels.

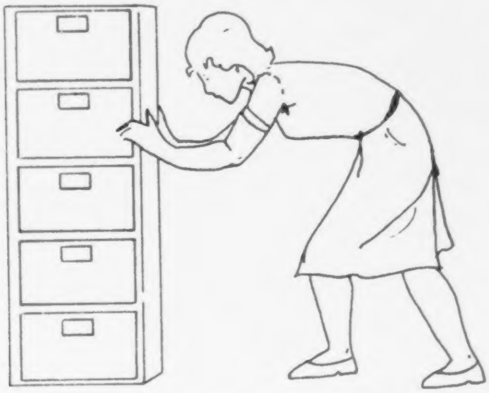
Body Mechanic Techniques

(Lifting Heavy Objects)

1. Squat close to load
2. Keep back straight as possible
3. Grip object firmly
4. Hold load as close to body as possible
5. Lift by pushing up with strong leg muscles

(Moving Heavy Objects)

1. Bend your knees
2. Place hands at center or heaviest part of object to be moved
3. Give a strong push with leverage of legs added to arm muscles
4. Use the large strong muscles of the leg to move heavy objects



TRANSFERRING ELDERLY PERSONS

Helping the Elderly Person Sit from a Lying Position

1. Wash your hands.
2. Mention what you will do.
3. Roll the elderly person sideways facing you.
4. Bend the person's knees and place one of your arms in back of the person's knees and hold in this position.
5. Place your other arm under the person's neck and shoulder area.
6. Position your feet apart for support and lean your body toward the person.
7. Shift your weight to your back leg while you swing the person's legs over the edge of the bed and pull the person's shoulders up to a sitting position.

Note: If using a hospital type bed, you can raise the head of the bed to assist with sitting up. Follow procedure from that position. Pivot person to sitting up position on the side of the bed by using one of your arms behind the person's knee and your arm under the person's shoulders and arm.

Helping the Elderly Person to Stand

1. Help only when necessary.
2. Tell the elderly person to move to the edge of the bed. Put your hands on the bed at each side of the person.
3. Place one of your knees between the person's knees. (Your feet should be in good position and close to the bed.)
4. Bend your knees and lean onto your forward foot to place your arm (the arm on the same side of the forward foot) around the person's waist.
5. Place your other hand around the other side of the person's waist.
6. Tell the person to push down with arms, then lean forward and stand-up on the count of three.

7. Count to three
8. Hold the person closely.
9. Rock your weight to your back foot as the person pushes, leans forward, and stands.
10. Chair should be near the bed to pivot the person. Then follow the sit-down procedure below.

Helping the Elderly Person to Sit from a Standing Position

1. Position your arms around the elderly person's waist and your knees between the person's knees.

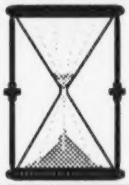
2. Have the person feel the chair with the back of legs.

3. Have the person reach back for the arms of the chair.

4 . Lean forward onto your front leg as the person sits down.

TA 132

Quotable Sayings



Haste makes waste.

A stitch in time saves nine.

Do tasks as they arise.

Any job worth doing is worth doing well.

Take time to make time.

LOOKING AT MY HOUSEHOLD

Directions: Complete the following statements.

1. *The way I left my room this morning is* ____________________

2. *A stranger would think my room was* ____________________

3. *My friend would say my room is* ____________________

4. *The way I feel about the way I keep things is* ____________________

5. *When it comes to organization, I* ____________________

   My major strength is ____________________
   My major weakness is ____________________

6. *What I really want to do better is* ____________________

Reviewing Back Safety

Directions: View the videotape *Back Safety*. Then answer the following questions.

1. What can be done for a person who is experiencing back pain?
____
____
____
____

2. What is disc rupture? ____________________________

Symptoms: ____________________________
____

3. What is Sciatica? ____________________________

Symptoms: ____________________________
____

4. Name at least three factors that contribute to good back health.

1. ____________ 2. ____________ 3. ____________

5. Name at least one way to prevent back problems, ____________________
____

6. True or false

_____ Back health can be affected by stress in your life.

_____ There are exercises that strengthen back muscles.

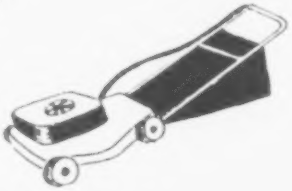
_____ There are proper postures for standing, bending, lifting, sitting, driving, and sleeping.

Dear Household Helper:

Directions: Imagine that you are a housekeeping expert writing a household hints column in the newspaper. In the space below each letter, write the advice you would give in your column.

A. *Dear Household Helper:* On the weekends, I like to relax and spend time with my friends. My mother nags me to clean up my room, vacuum the house, and mow the yard. How can I get all that done?

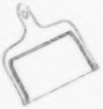
Thanks ,
Tracy



B. *Dear Household Helper:* I love to cook but can never find anything in the kitchen. I have to climb on the counters, move a stack of dishes, and then clear space to work. Please help me figure out a better way.

Thank you,
Kelli

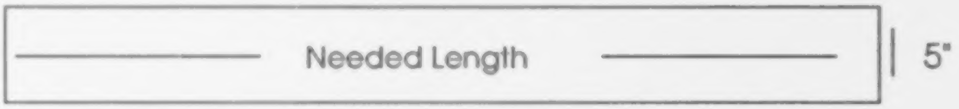
C. *Dear Household Helper:* My house is never clean even though I clean everyday. I never have time for those big jobs, like washing windows or mopping the floor. All I can do is wash dishes. I need a magic wand! What else would help?



Waiting for your reply,
Amy

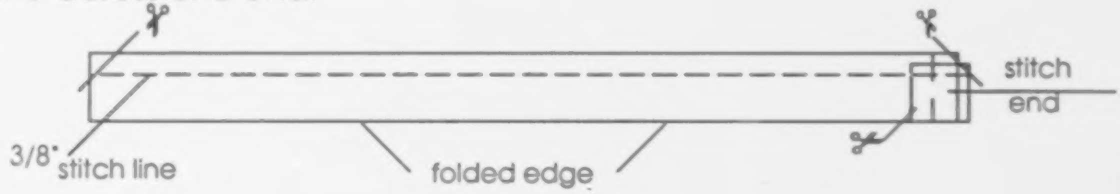
Draft Stopper

1. Cut a piece of material 5 inches wide and the length of the window sill or the width of the door opening.



2. Fold the piece lengthwise, right sides together.

3. Using a 3/8 inch seam allowance, stitch down the long unfolded side and across one end.

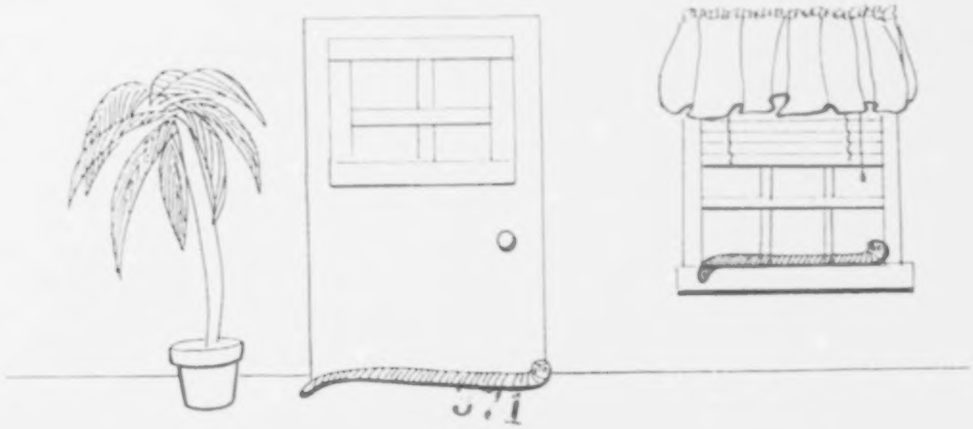


4. Clip corners off. Stitch one end and turn right side out.

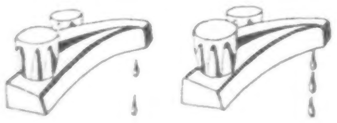
5. Stuff with polyester fiberfill, shredded foam, or hosiery, or fill with sand or birdseed.

6. Fold in seam allowance of open end and stitch closed.

Variations: Flower, animal, snake, and personalized with name



CONSERVING WATER

Economize	Repair Leaks	Install Water-Saving Devices	Reuse Water
Change wasteful habits. Look for ways to use less water	If the water from a leak can fill one cup every twenty minutes, 137 gallons of water will be wasted from just that leak every month	Aerators, flow regulators, and displacement devices may be bought or made inexpensively.	Make the most of water prior to disposal.
Scrape dishes before washing.	Leaky commodes are running away with your money.	Use a nozzle on garden hoses that can be adjusted to fine spray or shut-off.	Save water in a bucket to reuse for cleaning hubcaps and wheels of a car.
Use low water level selection for small loads of laundry		Use aerators or flow restrictors on faucets.	Reuse bathing water for watering lawn and garden.

Appliances in Action

Directions: Place an X by the appliances that are energy efficient.

General Housing

- ☐ air conditioner (central)
- ☐ air conditioner (window)
- ☐ attic fan
- ☐ air purifier
- ☐ clock
- ☐ dehumidifier
- ☐ deodorizer
- ☐ evaporative cooler
- ☐ fan
- ☐ fireplace log
- ☐ heating unit (central)
- ☐ humidifier
- ☐ lamp
- ☐ overhead light
- ☐ space heater
- ☐ water heater (electric)
- ☐ water heater (gas)

Kitchen

- ☐ blender
- ☐ bottle warmer
- ☐ broiler
- ☐ can opener
- ☐ carving knife
- ☐ coffee maker
- ☐ corn popper
- ☐ dishwasher
- ☐ disposal
- ☐ deep fat fryer
- ☐ food freezer
- ☐ fondue pot
- ☐ food processor
- ☐ hot plate
- ☐ microwave oven
- ☐ mixer
- ☐ range (electric)
- ☐ range (gas)
- ☐ refrigerator
- ☐ sandwich grill
- ☐ skillet
- ☐ trash compactor
- ☐ toaster
- ☐ toaster oven
- ☐ warming tray

Transportation

- ☐ automobile
- ☐ boat
- ☐ motorcycle
- ☐ garage door opener

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Health and Grooming

☐ blanket
☐ curling iron
☐ exercise equipment
☐ hair clippers
☐ hair dryer
☐ heat lamp
☐ heating pad
☐ hot comb/brush
☐ hot lather dispenser
☐ hot tub
☐ make-up mirror
☐ massager
☐ shaver
☐ sun lamp
☐ sauna
☐ toothbrush
☐ vaporizer
☐ vibrator

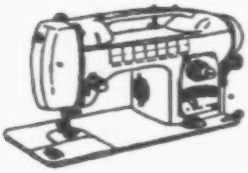
Finance and Communication

☐ adding machine
☐ calculator
☐ computer
☐ pencil sharpener

Entertainment

☐ barbecue grill
☐ ice cream freezer
☐ projector
☐ radio
☐ stereo/tape player
☐ tape recorder
☐ television
☐ toys (electric)
☐ video recorder

Hobbies



☐ aquarium filter
☐ aquarium heater
☐ sewing machine
☐ scissors (electric)
☐ plant lights

KWH Usage Of Household Appliances

Directions: Complete the last column of this chart by applying the formula found on the bottom of the second page.

Appliance	Average Wattage	Estimated KWH consumed Annually	Estimated Annual Energy Cost
Air Conditioner (Room)	860	860	
Blanket	177	147	
Blender	300	1	
Broiler	1,140	85	
Carving Knife	92	8	
Clock	2	17	
Clothes Dryer (2/12 KWH per load)	4,856	993	
Coffee Maker	1,200	140	
Deep Fryer	1,448	83	
Dishwsher	1,201	165	
Fan (circulating)	88	43	
Fan (window)	200	170	
Electric Skillet (frying pan)	1,196	100	
Hair Dryer (hand held)	600	25	
Heater (portable)	1,322	176	
Heating Pad	65	10	
Hot Plate	1,200	90	
Humidifier	177	163	
Iron (hand)	1,100	60	
Mixer	127	100	
Microwave Oven	1,450	11	

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KWH Usage Household Appliances Continued

Appliance	Average Wattage	Estimated KWH Consumed Annually	Estimated Annual Energy Cost
Range (with Oven)	12,200	596	
Range (with Self-cleaning Oven)	12,200	626	
Radio	71	86	
Radio, Record Player	109	109	
Roaster	1,333	60	
Sandwich Grill	1,161	33	
Sewing Machine	75	11	
Shaver	15	0.5	
Television (B&W, tube)	100	220	
Television (B&W, solid state)	45	100	
Television (Color tube)	240	528	
Television (Color, solid state)	145	320	
Toaster	1,146	39	
Vacuum Cleaner	630	46	
Washing Machine (automatic)	512	103	
Water Heater	2475	4,219	

Formula to Determine Estimated Annual Cost:

$$\frac{\text{Wattage x Hours Consumed Annually}}{1000} \text{ x *Rate (.07 cents) = Annual Estimated Cost}$$

*Rate = Cost per KWH (Found on back of electric bill; approximately .07 cents)

COLD STRESS AND HEAT STRESS

Hypothermia or Cold Stress:

FACTS

- Hypothermia (literally "low-heat") is a condition marked by an abnormally low internal body temperature.
- Temperatures do not have to be below freezing for hypothermia to occur.
- Hypothermia may be called a "silent killer" of the elderly because:
    1) elderly victims are in many cases not aware that they are becoming cold
    2) the bodies of elderly persons may not adjust to changes in temperature
- 10 percent of persons over the age of sixty-five have some type of body temperature-regulating defect.
- An estimated twenty-five thousand older Americans die yearly from hypothermia.

Who is at Risk?

- Infants under one year old.
- Elderly-especially those who are sick, frail, very old, poor (can't afford heat), and mentally handicapped (unable to adequately care for selves).
- Persons living in isolated conditions (inaccessible to telephone).
- Persons who do not shiver or react to cold.
- Persons taking medications that affect body temperature functions (medicines such as: anti-depressants, sedatives, tranquilizers, cardiovascular drugs).

Some preventive measures:

- If isolated or alone-arrange for a daily check-in from a friend, relative or neighbor.
- Proper home insulation.
- Wear several loose layers of clothing and stay dry (moisture reduces the insulating benefits of clothing). Use extra blankets at night.
- Observe proper diet, exercise, and sleeping habits (fatigue makes a person more vulnerable to abnormal temperatures).
- Drink plenty of fluids and limit alcoholic beverages (alcohol will speed up body heat loss).

Symptoms of hypothermia:

- Stiffness in leg, arm, and/or neck muscles possibly accompanied by fine trembling.
- Shivering (elderly persons may have diminished or absent shivering response).
- Puffy or swollen face (especially in combination with cold skin and confusion).
- Poor coordination, difficulty walking, jerky movements, difficulty speaking.
- Reduced respiration and heart rate.
- Pale colored, cool skin; possibly irregular blue or pink spots.
- Depressed consciousness, mental confusion, apathy, and logic difficulties.

Reprinted with permission. Adapted from a *Special Report on Cold Stress (Hypothermia) and Heat Stress,* U.S. Office of Consumer Affairs.

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Heat Stress

Facts:

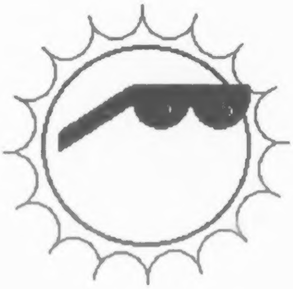
- Heat stress is a sudden increase in temperature placing a strain on the heart and blood vessels before the body can acclimate itself.
- Heat stress can lead to heat exhaustion, heart failure, and strokes.
- Heat stress can be life threatening for the elderly.
- As a result of the summer heat of 1980, the death toll was highest among Americans sixty-five and older.

Who is at Risk?

- The elderly — they perspire and often take medications that work against body temperature control mechanisms (medications such as diuretics and tranquilizers)
- A person with circulatory problems, diabetes, or weak or damaged heart.
- An overweight person
- A person who has previously experienced a stroke.

Some preventive measures:

- Use air conditioning or spend time in air conditioned malls, libraries, theaters, or cool rooms.
- Use fans to draw cool air in at night and circulate indoor air during the day (air movement reduces heat stress by removing extra body heat).
- Take cool baths or showers (removes extra body heat twenty-five times faster than cool air).
- Place ice bags or wet towels on body surfaces.
- Wear loose fitting, lightweight, light colored clothing.
- Use umbrellas and hats when outdoors.
- Drink an adequate amount of fluids.
- Curtail physical activity in hot weather to avoid heart strain.
- Avoid hot foods, heavy meals, and diuretics.



Symptoms of Heat Stress:

- High body temperature
- Rapid heartbeat
- Dizziness
- Headache
- Cramps
- Skin is hot, red, and dry (no sweat)
- Lethargy
- Confusion
- Possible loss of consciousness

A person experiencing heat stress should be placed in a shady area or if possible in a cool room. Seek medical attention for persons with a temperature of 102° or higher. Elevate the feet of the victim and offer cold water for drinking (without ice).

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Cold Season Clothing Changes

Women can lower the thermostat setting by....

Replacing a skirt with slacks	1.5°F
Replacing a sleeveless dress with a long-sleeved dress	.2°F
Replacing a dress made of an open weave with a tightly woven fabric	.5°F
Replacing a half slip with a full slip	.6°F
Replacing a sandal type shoe with a heavier shoe	.2°F
Putting on heavy long-sleeved sweater	3.7°F

Men can lower the thermostat by....

Replacing light pants with heavy pants	6°F
Replacing a summer weight jacket with a winter weight jacket	2.5°F
Replacing a short-sleeved shirt with a long-sleeved shirt	.8°F
Putting on a winter weight jacket	4.5°F
Putting on an under shirt (T-shirt)	.5°F
Putting on a tie	.2°F

Insulate by.....

Replacing ankle-length socks with knee-length socks	.6°F
Putting on a light, long-sleeved sweater	2.0°F
Putting on heavy, long-sleeved sweater	3.7°F

Dressing Comfortably in Warmer Indoor Temperatures

- Natural fibers that absorb moisture and allow perspiration to evaporate from the skin are more comfortable in warm temperatures.
- Lightweight, open-weave fabrics will be more comfortable in warmer temperatures.
- Light colors which reflect the sun's rays give a cooling effect.
- Openings at neck, wrists, waist, and ankles should be large so that air can circulate and carry heat away as the body moves.
- Open, strap, or lightweight shoes are cooler than heavy shoes or boots,
- Whenever possible, omit T-shirts, wear short-sleeved shirts and omit a tie to provide comfort in warm temperatures.
- Skirts are cooler than slacks. Wearing short-sleeved or sleeveless blouses and omitting belts and jewelry will provide comfort in warm temperatures.

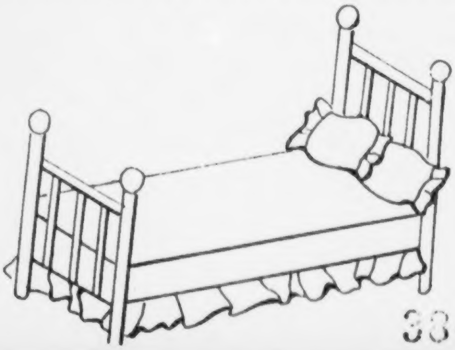
Supplies Needed For Bedmaking

Part I
The Unoccupied Bed

Blankets	As needed for warmth
Chair	For keeping clean linens on
Mattress Pad	If needed
Laundry Hamper or Bag	To place solid linens in
Pillowcases	Two
Sheets	Two
Spreads	One

Part II
The Occupied Bed

Chair	For keeping clean linens on
Laundry hamper or bag	To place solid linens in
Pillowcases	Two
Sheets	Two
Blankets	As needed for warmth



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Procedures For Making The Unoccupied Bed

Directions: Indicate the correct order for making the unoccupied bed by marking a number 1 for the first step and a number 2 for the second step. Continue until all 11 steps have been identified.

_____ A. Pull and adjust fitted sheets over each corner of the top mattress. If using a flat sheet, place right side up with the wide hem at the top of the bed. allow sheet to extend evenly over the sides of the mattress.

_____ B. Position the top flat sheet wrong side up on top of the bottom sheet. Place the wide hem of this sheet even with the top of the mattress.

_____ C. Move to the other side of the bed.; fanfold the top sheet to the center of the bed to facilitate working with the bottom sheet.

_____ D. Tuck the bottom sheet tightly under the head of the mattress. Miter corners by pulling and raising the edge of the sheet until it lines up straight with the mattress. Place this triangular section of sheet on the top of the mattress and tuck the sheet section that remains hanging under the mattress. Tuck the triangular shaped sheet section smoothly under the mattress.

_____ E. Wash hands. Locate and organize supplies.

_____ F. Working from head to foot of bed, tuck top sheet in one side.

_____ G. To provide toe space, make a 3 inch length pleat in the blanket and top sheet near the foot of the bed. Fold the top sheet and the blanket 3 inches lengthwise. Hanging side of blanket and sheet should be tucked under the mattress with the fold. Miter corner.

_____ I. Tuck bottom sheet under head of mattress. Miter corner. Working from top to bottom, pull and smooth out sheets for comfort and safety.

_____ J. Keeping blanket centered, spread evenly over top sheet.

_____ K. Remove spread, blankets, pillows, and dispose of soiled linens.

_____ H. Repeat step G.

Answers: A-5, B-10, C-8, D-1, E-4, F-6, G-2, H-9, I-3, J-10, K-7

Procedures For Making The Occupied Bed

1. Wash hands, put on gloves, locate, and arrange supplies in order of use.

2. Tell individual that you plan to change bed linens.

3. Keep room warm and provide privacy for individual.

4. Loosen bed linens (do not shake linens because this causes spread of germs).

5. Remove top covers one at a time, except for top sheet. Place clean sheet over top sheet. Have individual hold top sheet if able. If unable, tuck sheet beneath shoulders; slide soiled top sheet out from top to bottom. Place in hamper or bag.

6. Ask individual to turn on side with back toward you. Assist if needed. Move one pillow under person's head and remove other.

7. Move to other side of bed and roll soiled bottom sheet at sides.

8. Fan fold clean bottom sheet close to individual under soiled sheet. Tuck clean sheet under head of mattress to anchor it.

9. Tuck in sheet at sides working from top to bottom.

10. Ask individual to roll toward you. Assist if needed. Move pillow with the person.

11. Move to other side of bed. Remove soiled linen by rolling and placing in hamper.

12. Tuck clean sheet under head of mattress (miter corner). Moving from top to bottom, tuck in mattress pulling diagonally to smooth and tighten.

13. Complete bedmaking as for an unoccupied bed. Provide for toe tuck and complete mitered corner).

14. Place pillows in clean cases under person's head.

15. Place soiled linens in laundry bag or hamper depending on the policy of the care facility or private home. Use correct procedures for the disposal of gloves.

☞ After making the bed, check the location of the signal cord. The signal cord should be in reach of the elderly person. It is important to keep the signal cord in the same place so the elderly person can always find it. If the person has the use of only one hand, the signal cord should be placed within reach of that hand.

QUIZ ON BATHING GUIDELINES

Directions: Circle the correct answer in parentheses.

1. Proper temperature of bath water (98.6°F, 100°F, 105°F).
2. Fill the bathtub (1/4, 1/3, 1/2) full.
3. A partial bath is recommended for persons with (high fever, profuse sweating, rashes).
4. The sitz bath is often given (one, two, three, four) times a day.

Directions: Answer true or false for the following statements.

5.______ Use a light film of powder in creases of the abdomen if there is any redness.

6.______ Use lotion or cream for dry skin areas.

7.______ Never lock the bathroom door.

8.______ Allow the person privacy at all times.

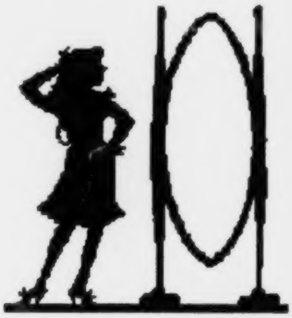
9.______ A partial bath is a type of bed bath.

10.______ Daily bathing is recommended for the elderly.

Answers: 1-105; 2-1/3; 3-high fever and profuse sweating; 4-three and four; 5 through 9 are true; 10 -false

GROOMING THOUGHTS

- I think good grooming is important because...
- Good grooming is important to elderly persons because...
- Grooming habits begin...
- The most important part of grooming is...



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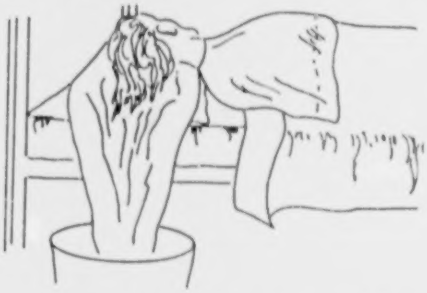
Good Grooming Includes.....

DIRECTIONS: Indicate the frequency of your own grooming habits in the column labeled "personal". Complete the column labeled "elderly" from information received by interviewing an elderly person about the frequency of his or her own grooming habits. Identify which of the grooming tasks require assistance by placing a checkmark under the "yes" or "no" column.

GROOMING TASK	FREQUENCY?		ASSISTANCE?	
	Personal	**Elderly**	**Yes**	**No**
Dental Checkup				
Brushing Teeth				
Bathing or Showering				
Washing Hands				
Using Deodorant				
Shaving				
Washing Hair				
Haircut				
Curling Hair				
Combing and Brushing Hair				
Manicure and Pedicure				
Flossing Teeth				

Shampoo Procedure for the Bedridden Person

1. Position the person in bed so that most of the head clears the bed.
2. Place a piece of rubber sheet under the head with the edges raised by towels to produce a funnel effect.



3. Place a basin on a low stool on the floor to catch the water that will flow from the rubber sheet.
4. Adapt basic shampoo procedures (might use a spray nozzle to help shampoo and rinse)
5. Dry hair immediately. Wet hair can be a cause of illness in the elderly Note: Dry shampoos are available as an option.

QUESTIONS

Problem: Person has an injury that allows for only minimal movement of head. What would you do as a caregiver?

Problem: A rubber sheet is not available. What would you do as a caregiver?

Trimming a Beard or Mustache

✂ *The caregiver should trim a beard or mustache only when instructed to do so. The following procedure will be helpful to the caregiver when assisting the elderly with the care of a beard or mustache.*

- Trim dry beard or mustache only.

- Brush beard up with firm, but vigorous strokes to avoid irritating the skin. The brush strokes should move through the beard. Avoid brushing only the surface of the beard.
- Comb beard out gently. Rough motions with the comb can break the hair as well as irritate
- Use fingers to remove any tangles or knots.
- Use a magnifying glass or mirror to snip at the tips of the hairs for gentle shaping. Toe nail clippers can be used to trim very short mustaches.
- Avoid rubbing aftershave lotion or cologne into a beard or mustache because the alcohol content will cause whiskers to dry out, and the beard or mustache will lose its naturally protective oils. If the elderly person wishes to have a beard or mustache removed, most of the hair should be removed with scissors before shaving. A razor used on the full growth could cause severe abrasion of the person's face.

Dressing Assistance Guidelines

When instructed to assist the elderly with dressing, the caregiver should follow these steps:

1. Provide privacy.
2. Wash hands.
3. Gather clothing which the elderly person has selected.
4. Assist with removing pajamas, gowns, or other clothing.
5. Assist with putting on clothing. If the person has a weak or paralyzed arm or leg, that body part should be placed in the garment first followed by the other arm or leg.
6. After outer garments are on, assist with the shoes and socks. Different methods of dressing will have to be adapted to individual needs. The elder caregiver should encourage elderly persons to be as independent in their dressing as they are able.

Developmental Tasks of Later Maturity

Late Adulthood

- ✓ Staying physically healthy and adjusting to limitations
- ✓ Maintaining an adequate income and means of support
- ✓ Adjusting to revised work roles
- ✓ Establishing acceptable housing and living conditions
- ✓ Maintaining identity and social status
- ✓ Finding companionship
- ✓ Learning to use leisure time pleasurably
- ✓ Establishing new roles in the family
- ✓ Achieving integrity through acceptance of one's life

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SANDWICH GENERATION

CHILDREN AT HOME
(teens)

MIDDLE AGE COUPLE
(40's)

ELDERLY PARENTS
(his and/or hers)

RESPONSIBILITIES OF THE "SANDWICH GENERATION"

Directions: Give five examples of situations that require the sandwich generation to provide care for young adult or teenagers living at home and five examples of situations that require care for elderly parents.

Caring for Children at Home	Caring for Elderly Parents
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Response Styles

EXAMPLE: (Long-term care person to nurse) I saw you walking in the hall again with Mrs. Smith yesterday. Why can't you ever walk with me? I like to go for walks, too.

INFORMATION GIVING: Mrs. Smith cannot walk without help. She needs my assistance, but you don't.

ADVICE GIVING/ORDERING: Use your walker. Then you could walk by yourself whenever you want to.

RIDICULING/CRITICIZING: You're always making silly excuses about not being able to walk alone.

THREATENING: You'll never be able to get out of this room unless you accept the fact that you have to use your walker.

IGNORING: Nurse takes the lunch tray and walks out

LABELING/STEREOTYPING: People like you with a little problem are always making a big deal out of it.

MORALIZING/LECTURING: I have told you many times that it is good for you to exercise with your walker. You really have to make up your mind and do it.

QUESTIONING: Why don't you go out and walk by yourself?

CHANGING THE TOPIC: You didn't eat very much of your lunch today. Weren't you hungry?

DISAGREEING/DENYING: Oh, Mrs. Allen, you know I walk with you almost everyday.

SHARING OWN EXPERIENCE: You think you have problems. I remember when my older sister broke her leg and she had to be helped with everything.

AGREEING/SUPPORTING: You're right. I have been spending a lot of time walking with Mrs. Smith, I'll try to get back and walk with you this afternoon.

REFLECTING/CLARIFYING: You must feel overlooked and neglected when you'd like some time with me, and I'm walking with Mrs. Smith.

I STATEMENT: I'm concerned about your feeling left out, and I appreciate your talking to me about it.

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Response Styles Game...

Directions: Teacher will read a situation to the class. Each student will spin the dial on "Response Styles Circle" and react to the situation in the manner where the dial stops.

Example situations:

▲ Grandmother speaking to teenage grandson

"You didn't come to visit me last Sunday when you said you would. I needed a ride to go to church."

▲ Long-term care person patient speaking to nurse

"You always bring my food in last, and it is cold. Why can't you bring my food to me first, so it will not always be cold?"

▲ Older woman speaking to teenage girl

"I just came from the doctor, and I can hardly walk. He said I should not eat any deserts and not much bread. I just don't know what he expects me to eat."

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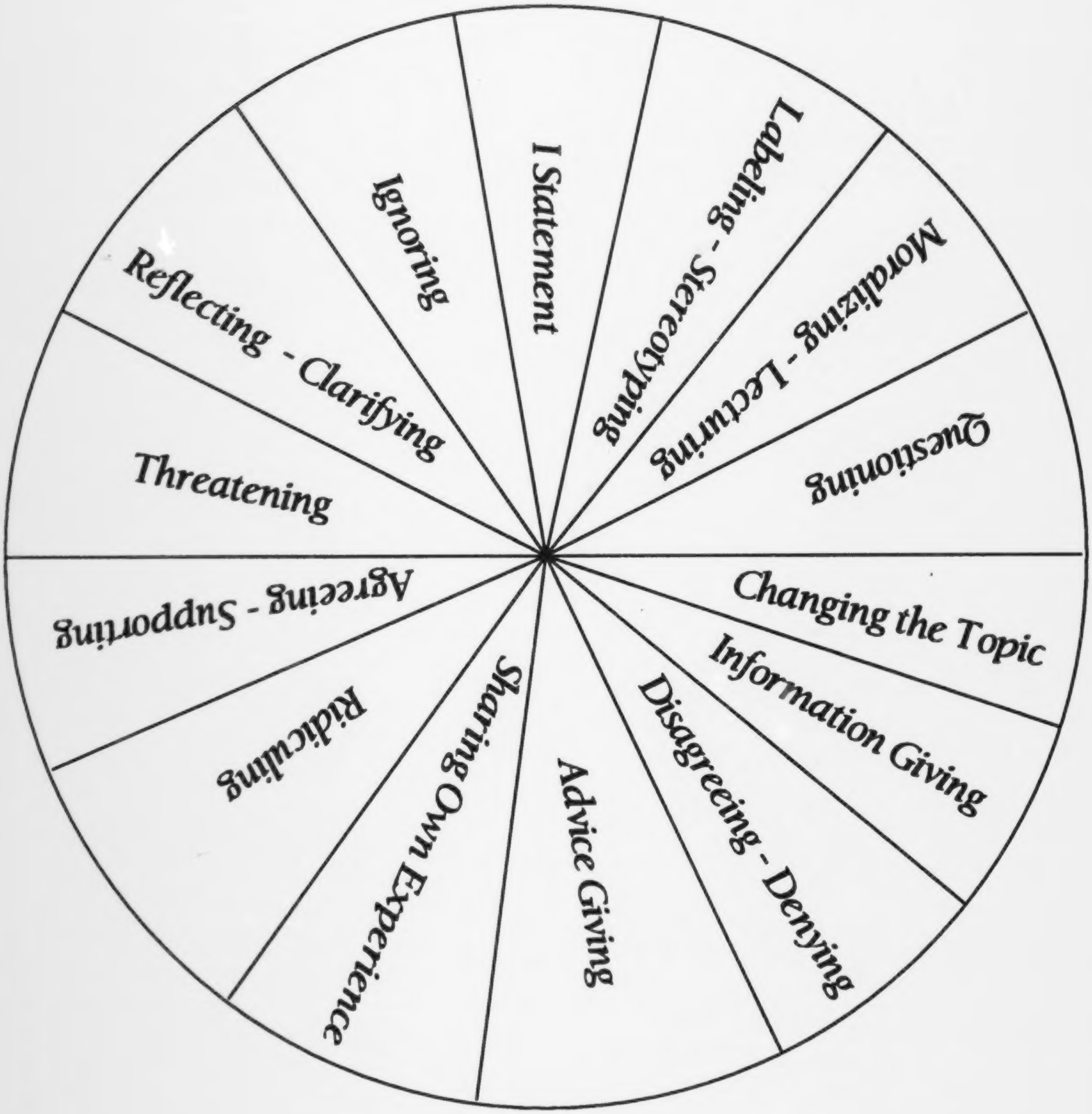
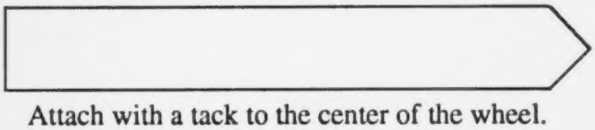
Response Styles Wheel





Attach with a tack to the center of the wheel.

STICKY SITUATIONS

DIRECTIONS: Role play one of the following situations with a partner. First analyze the situation, consider alternatives, and make a decision.

Situation 1 Your mother has joined the family for annual vacations. This year your spouse and children want a vacation separate from Grandma. You agree. Your mother always looks forward to the vacations with you and the kids.

Situation 2 Your father says he takes a bath only when he needs it, which is not often. He has an offensive body odor, which makes weekly visits unbearable. You don't want to offend him, but something must be said.

Situation 3 You are fourteen. Your grandfather has Alzheimer's Disease, a progressive brain deterioration. He lives with your family. His behavior is "strange" and "embarrassing," so you don't invite friends to your home. Today your best friend, whose home you have visited many times, asks, "When are you gong to invite me for an overnight?"

Situation 4 Your elderly mother has been ill for several weeks. She is refusing all medication and food. It is evident she has decided to die.

Situation 5 Your mother has been caring for your ill father. Now she has the flu. She wants you to come and bathe and feed your father. You have never done either before. How do you feel about doing these tasks? How can you help your father retain his dignity while you give needed care?

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What's Up?

Directions: Underline the body language displayed in the following situations and give a description of how you think each person feels.

(1) Mrs. Lovine came home from the senior citizen's center. Her daughter sees her come through the back door and asks her mother how her day was. Mrs. Lovine walks past her daughter not answering, goes to the closet, gets a sweater, and tells her daughter that she must go sit with a very ill friend. After she quickly leaves the house, Mrs. Lovine stops to sit and catch her breath. The daughter notices that her mother is crying.

(2) You are sitting in the waiting room at the doctor's office. An elderly woman reports to the receptionist while the other goes to sit down. Both women sit quietly together. The older woman's name is called and she goes down the hall with the nurse. You notice for the next fifteen minutes, that woman left sitting in the waiting room gets up and down three to four times looking for an new magazine, sighs several times, and begins tapping her foot.

(3) Mr. Ambrose, who recently retired from his job, comes home one evening whistling as he searches through the mail. He starts opening and reading the contents of each letter and while still reading one of the letters he slumps into a chair. The letter contains information concerning the termination of important benefits that Mr. Ambrose was expected to receive. Still holding the letter, Paul develops a blank stare on his face and does not seem to hear you ask if he is okay.

(4) Jeannette is on the planning committee for her 50 year high school reunion. She is talking on the telephone with another com mittee member when all of a sudden, she cups her hand over the receiver and whispers into her cupped hand and laughs. Smiling, she gets off the telephone and hurries into the next room to look for something. Since this is also your reunion, you become curious about her secrecy. When you ask her what's going on she says, "Oh, nothing," and continues to smile.

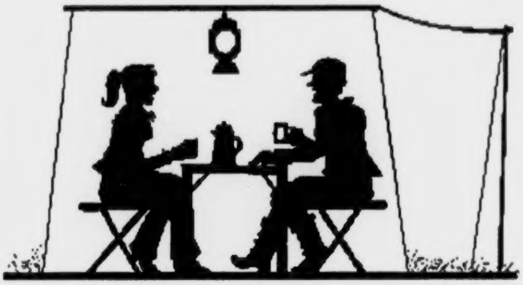
Four Types of Contact

Type of Contact	Voice Level	Physical Contact or Involvement	Usual Distance (feet)
Intimate	Whisper	Close Together	0 to 1.5
Personal	Low to Moderate	Touching or holding hands	1.5 to 4
Social	Conversational	Arms's Length	4 to 12
Public	Loud (often magnified)	None	Over 12

Active Listening

Active Listening

Looking deeper into the actual words themselves for the person's feelings is what active listening is all about. Active listening involves trying to understand what the other person is thinking and why. When you use active listening you are saying, "I care about you; even if we don't agree, your comments and feelings are real; I accept you as you are."



Being an Active Listener

Listen! Become involved in what and why a person is saying something. Use the following three techniques:

1. Accept what the person is saying or feeling. Look for the feelings underneath the words.

2. Clarify what you think the person is saying or feeling by...

   - restating what the other person said
   - paraphrasing or putting in your own words what they said
   - checking your perception or view of the situation with theirs

3. Probe for the person's own clarification of the situation.

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What Active Listening Can Do

Through active listening, a number of outcomes are possible.

- The person to whom you are listening feels your care and concern. She knows she is not alone.
- Feelings can change during the conversation.
- Misunderstandings can be clarified.
- Self-understanding is promoted.

Active listening is not the answer to problems in a relationship built up over the years—no one thing can solve such problems.

Active listening is one way to begin uncovering some of the feelings about changes going on in a person's life. Sometimes feelings lie well-hidden behind the wall that the years have built up. The acceptance that you are able to give through active listening may break these barriers and allow for a new relationship to begin. The choice is yours. You can grow with the challenges.

TA 159a

“Mrs. Martin”: Before and After Communication Training

Synopsis

In the first version of “Mrs. Martin,” the student is well-meaning but ineffective. A “cheer-up-the-older-person” attitude inhibits the student’s ability to understand the person’s feelings. In the second version the student tunes into the person’s feelings, listens effectively to concerns, and provides support to her new friend.

Before Communication Training

An older lady, Mrs. Martin is lying in a bed (2 chairs together) looking quite sad and stroking one hand with the other. A cheery student enters carrying a bag of groceries. She is oblivious to Mrs. Martin’s mood.

STUDENT: Why Mrs. Martin, how are you feeling today? You know it’s great outside today. Can I put these groceries up for you? They said you shouldn’t lift anything heavy.

MRS. MARTIN: (*Does not look up and shrinks just a bit as the student approaches.*) Oh hello. I don’t really feel well.

STUDENT: (*Comes near, but not too near the resident and pats her arm softly.*) You shouldn’t feel bad; you’ll be able to fix up a really nice dinner now that you’ve got some food. Just look at that cute little kitten in the picture there. That should perk you up.

MRS. MARTIN: (*Starts sniffing as if holding back tears.*) Ohhh! (*Sighs*).

STUDENT: (*Very concerned*) Why, what’s the matter? (*Checks her watch*).

MRS. MARTIN: Oh, it’s not important.

STUDENT: (*Agreeing*) Well, you just can’t let things get you down. Just think of the things you’ve got to be thankful for! (*Cheerily*) Why you have children don’t you? What would they say if they thought you were crying? Now, now....

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MRS. MARTIN: Well, I'm worried about Fluffy, my cat.

STUDENT: Oh, cats can take care of themselves. You don't have to worry about that. Now just read this book and get your mind off that. (*Checks watch again*) Oh my, time flies. I've got four more people to visit this morning. I'll be by tomorrow to visit with you again and cheer you up. Bye now. (*Exits*)

After Communication Training

Mrs. Martin is lying in the bed looking quite sad and stroking one hand with the other. The student enters smiling, but not overly cheery.

STUDENT: Hello Mrs. Martin, my name is ______________________. I brought the groceries you asked for. May I sit down and talk with you?

MRS. MARTIN: (*Mumbles*) Oh, hello (*Continues to stroke hand and looks out window*)

STUDENT: (*Pulls up a chair close to the bed and touches the residents hand.*) You seem a little sad.

MRS. MARTIN: It's my cat Fluffy, I'm worried about her.

STUDENT: You're worried about Fluffy. Is someone taking care of her?

MRS. MARTIN: Well, she's at the vet's now. They said they'd check her , but I still worry about her. She hasn't eaten right for two weeks.

STUDENT: Have you told them how worried you are?

MRS. MARTIN: Well no, I don't want to bother them. They're so busy.

STUDENT: Uh-huh (*Nods head*) You don't want to bother anyone... but you are concerned about Fluffy. You might feel better if you just give them a call to check things.

MRS. MARTIN: I can't get to a phone with this broken hip.

STUDENT: Can I make the call for you?
(*5 minutes later...*)

(*Hesitantly*) Mrs. Martin, the vet says Fluffy is too sick to save. What do you want him to do?

MRS. MARTIN: Oh Fluffy... (*Cries*)

STUDENT: (*Silence*) Mrs. Martin? (*Very concerned*) Are you okay?

MRS. MARTIN: (*Raises her head and reaches out to the student in a way that shows her strength though she is still sad*) Yes Dear, tell Dr. Anders to put her down. I don't want her to suffer.

(*Student returns, sits by Mrs. Martin, and takes her hand.*)

MRS. MARTIN: I knew she was really sick, but she was such a wonderful little kitty. Everyday she would jump up on the bed to wake me up...

STUDENT: She was really special.

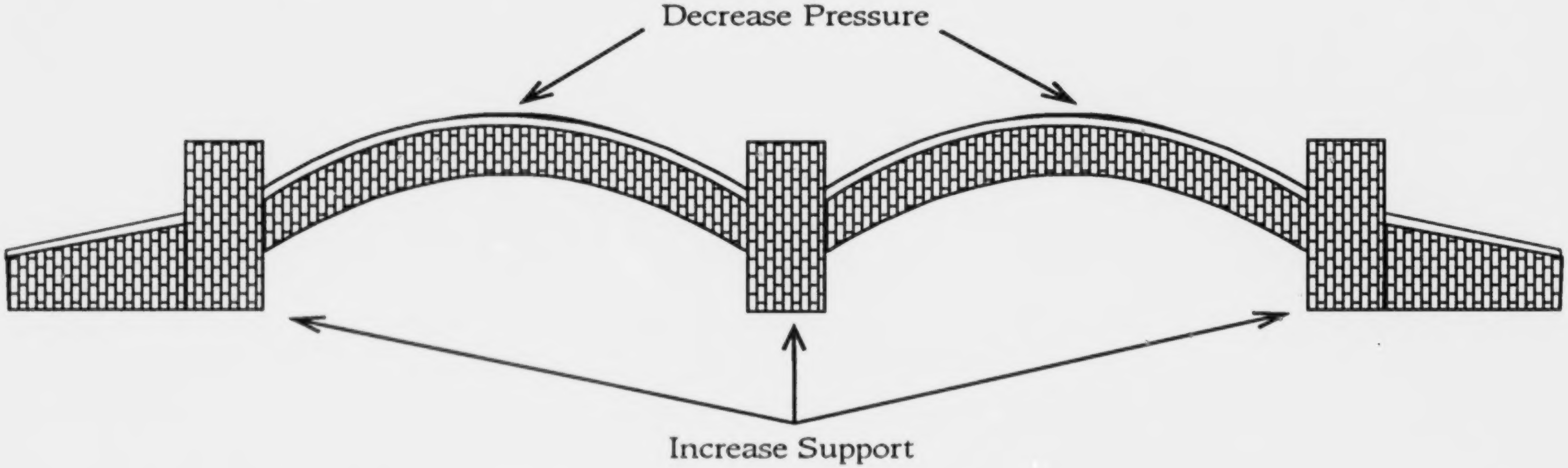
MRS. MARTIN: Yes she was. (*Squeezes student's hand.*)

The End

CRISIS PREVENTION

DECREASE PRESSURE

1. Allow time for fun and play
2. Increase physical activity
3. Seek Professional help
4. Take time off
5. Delegate responsibilities

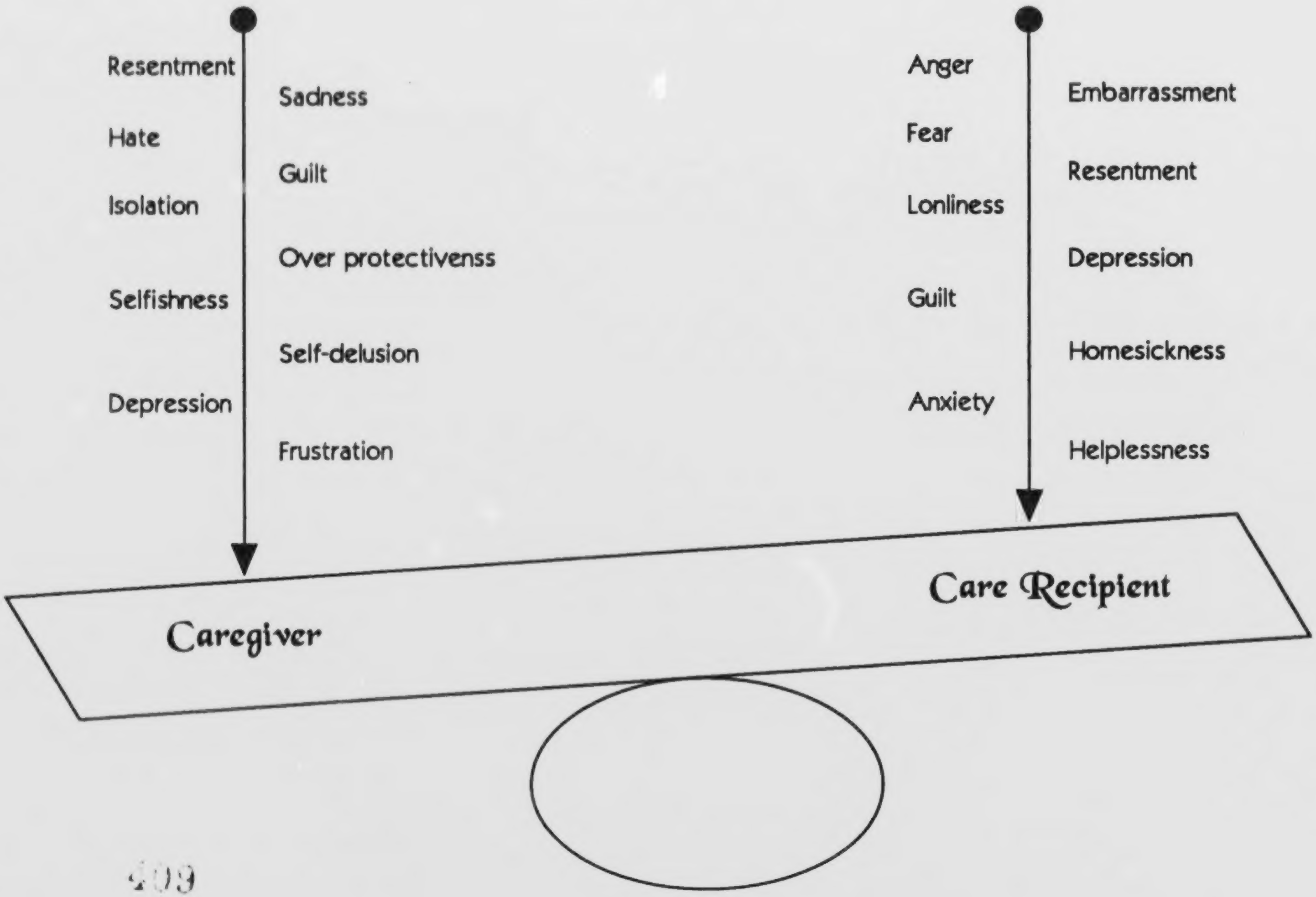


INCREASE SUPPORT

1. Family
2. Friends
3. Church
4. Social Services
5. Professionals
6. Community resources

To prevent a crisis from occurring (or the bridge from collapsing), a person or family must find ways to decrease pressures and/or increase their support systems.

Emotions: Checks and Balances
(Stress Related)



FEELINGS of....

Resentment

Sadness

Hate

Guilt

Isolation

Over protectivenss

Selfishness

Self-delusion

Depression

Frustration

Caregiver

FEELINGS of....

Anger

Embarrassment

Fear

Resentment

Lonliness

Depression

Guilt

Homesickness

Anxiety

Helplessness

Care Recipient

TA 161

IDENTIFYING TYPES OF STRESS

Directions: Give one real life example of each type of stress listed below.

1.	4.
2.	5.
3.	6.

1 *Internal* — stress originating from inside the family (alcoholism)
or
External — stress originating from outside occurrences (tornado)

2 *Ambiguous* — cannot identify what is happening to family
or
Non-ambiguous — clear facts, clear cut events

3 *Chronic* — lasting a long time (diabetes)
or
Acute — lasting a short time (broken leg, flunked test)

4 *Normative* — normal life events (birth, death)
or
Non-normative — unexpected life events (unemployment)

5 *Volitional* — event brought on by personal decision (moving)
or
Non-volitional — did not have a choice in the matter (must move)

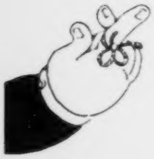
6 *Cumulative* — several events that occur one after the next
or
Isolated — one major event

SIGNS OF STRESS

Increased Heart Rate

Inability to Think Clearly

Fatigue



Overspending or Going
on Shopping Sprees

Inability to Sleep
or Insomnia

Becoming
Forgetful

Inability to do One
Thing at a Time

Fear of failure

Overeating

Adapted from Teacher's Resource Materials: *Skills For Life* (unit 2, module A ,page 2A4).

INFORMATION AND SUPPORT RESOURCES FOR CAREGIVERS

Identify the following resources as follows:

✓ Allows caregivers time away from caregiving responsibilities
✝ Provides support for people in their special role of caregiving
○ Provides information/help for extraordinary caregiving responsibilities
✗ Provides help with everyday caregiving responsibilities

____Area Agency on Aging
____Department of Health and Human Services
____National Association For Home Care
____Adult Day Care
____YMCA/YWCA
____Support Groups
____Community Information and Referral Service
____Church or Synagogue
____Community Recreation Center
____Companion Services
____American Red Cross
____American Heart Association
____Congregate Dining Sites
____Telephone Reassurance Program
____Respite Care
____Minibus Service
____Meals on Wheels
____Library

Other Resources

1. ________________________________
2. ________________________________
3. ________________________________

Chapter Tests

CHAPTER 1 TEST

Understanding the Elderly in the United States

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Which of the following statements is not true about the elderly in the United States?
A. Today's elderly are healthier and better educated than past generations.
B. There are more people over the age of 65 than there are teenagers.
C. The fastest growing age group is that of people under the age of 80.
D. Today the elderly population represents one out of every nine Americans.

__________ 2. The proportion of elderly people in the United States can be attributed to
A. a decreasing mortality rate and a declining fertility rate.
B. an increasing mortality rate and an increasing fertility rate.
C. a declining fertility rate and a stable mortality rate.
D. a disappearing mortality rate and a receding fertility rate.

__________ 3. On the average, individuals that reach the age of 65 can expect to live an additional
A. 10 years
B. 5.9 years
C. 20 years
D. 16.8 years

__________ 4. People age
A. similarly, psychologically and biologically.
B. biologically, psychologically and socially.
C. biologically and psychologically.
D. socially and biologically.

__________ 5. Limited contact with elderly people outside of family members results in
A. a better understanding of the problems of the elderly.
B. a broad acceptance of the situation of the elderly.
C. a narrow viewpoint of the elderly and aging.
D. a realistic perception of the elderly individual.

__________ 6. According to the Census Bureau, all but one of the following age groups represent a category of the elderly, the nonrepresentative group is the
A. 55 and over group, called "middle old."
B. 65 and over group, called "elderly."
C. 85 and over group, called "oldest old."
D. 55 and over group, called "older population."

__________ 7. The percentage of elderly actually living in institutional settings is
A. 10 percent.
B. more than 5 percent.
C. 14 percent.
D. fewer than 5 percent.

__________ 8. Select the statement about aging which is a myth.
   A. The elderly are often more innovative and open than younger people.
   B. Many elderly persons are lonely and isolated from family and friends.
   C. The "rocking chair syndrome" is not true about older adults.
   D. Social policy often provides negative rewards that work against rather than for older adults.

__________ 9. In 1961, the Second National Conference on Aging established rights of the elderly which included the following, with the exception of
   A. the right to live and die with dignity.
   B. the right to freedom from want in old age.
   C. the right to be useful.
   D. the right of one's family to refuse financial support of the elderly.

__________ 10. Which of the following is not a future trend for the older population?
   A. Elderly population rate will slow down in 1990 because of the small number of babies born during the Great Depression.
   B. Elderly population will increase rapidly 2010-2030 when the Baby Boom generation reaches 65 years of age.
   C. Elderly population will continue to keep pace with the rest of the population.
   D, Four generation families will become more common.

__________ 11. Which of the following statements is not true about the ethnic influences upon the elderly?
   A. Ethnic groups are special in relation to the American social system.
   B. Stereo types resulted from groups having differences in language, appearance, and customs.
   C. Family oriented ethnic groups are strong because the experience of younger generations is similar to that of the elderly.
   D. Each ethnic group belongs to a subculture that involves its own unique priorities and language differences.

CHAPTER 2 TEST

Services and Legislation for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Which of the following statements is not true about the Federal Council on Aging?
- A. The Federal Council on Aging was developed to provide for Medicare and Medicaid.
- B. The Federal Council on Aging was developed to make recommendations concerning the needs of the elderly.
- C. The Federal Council on Aging placed public focus on the elderly and their problems.
- D. The Federal Council on Aging was followed by the Second National Conference on Aging and later the Department of Health, Education and Welfare.

__________ 2. The Older Americans Act of 1965 makes
- A. one of the most important legislative contributions to the aging.
- B. supportive services to victims of Alzheimer's disease and their families a priority service.
- C. available community-based, long-term care services to help older adults remain in their own homes.
- D. little difference because the Older American Act Amendments were passed in 1980.

__________ 3. Homemaker Services
- A. offers assistance to home-bound elderly.
- B. serves meals at senior citizen centers.
- C. investigates complaints on behalf of long-term care facilities.
- D. provides opportunities for civic-minded retired persons.

__________ 4. Nursing Home Ombudsman Services
- A. offers physical monitoring services to the elderly.
- B. provides opportunities for civic-minded retired persons.
- C. offers legal counseling and outreach services to the elderly
- D. investigates complaints on behalf of long-term care residents.

__________ 5. Senior Citizen discounts are important because
- A. another 25 percent to 30 percent is taken off the regular price of allowable items.
- B. another 25 percent is taken off the wholesale price of allowable items.
- C. small savings on allowable items can amount to many dollars over a period of time.
- D. the elderly do not need to apply for them every year.

__________ 6. The following goals were set by the Long-Term Council for the Elderly except for
- A. expanding the role of volunteerism.
- B. developing qualified personnel.
- C. reducing the utilization of research on the aging.
- D. coordinating public, private, and voluntary long-term services for the elderly.

__________ 7. The Aging Network is important because
- A. it makes certain that the same needed services are available from various agencies and organizations so no elderly person needing the services is overlooked.
- B. it works closely with other state and local organizations, creating needed services where none exist.
- C. one national agency is responsible for assessing the needs of the elderly rather than area agencies being responsible.
- D. one statewide agency is responsible for creating needed services for the elderly rather than area agencies being responsible.

__________ 8. Advocacy groups serving the elderly
- A. inform members about legislative issues of special concern to the elderly seeking congressional support for needed change.
- B. accomplish very little which is of benefit to the elderly population.
- C. have few members and are not well-known nationally.
- D. include such groups as the Rocking -Chair Retired and the Graying Legislature.

__________ 9. One of the basic goals of all the duties of the elder is to
- A. avoid bothering the elderly person with decision making.
- B. enable the needs of the elderly person to be met.
- C. make decisions for the elderly person.
- D. encourage dependency from the elderly person.

__________ 10. Enablers
- A. meet all needs of the elderly by themselves.
- B. tell others of the elderly person's problems.
- C. support minimum independence for the elderly person.
- D. make it possible for things to get done and needs to be met.

CHAPTER 3 TEST

Job Opportunities In Services For The Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. Services for the elderly
A. is devoted for caring for the elderly.
B. is interested in hiring the elderly.
C. is a planned benefit service.
D. is a service with a decreasing need.

______ 2. Services for the elderly offers
A. limited job opportunities.
B. jobs in very few communities.
C. employment to the elderly.
D. a broad range of job opportunities.

______ 3. The reasons people are living longer include all but one of the following:
A. better nutrition
B. family communication
C. health care
D. living conditions

______ 4. The percentage of the United States population over 65 years of age is
A. 10 percent.
B. 12 percent.
C. 20 percent.
D. 5 percent.

______ 5. Entry-level positions in services for the elderly may require close professional supervision when performing duties such as
A. personal care and health care.
B. health care.
C. personal care, health care, and domestic chores.
D. domestic and personal care.

______ 6. Opportunities for advancement from an entry-level position to a higher level job are through
A. on-the-job experiences.
B. Licensed Practical Nurse (L.P.N.).
C. the completion of a high school diploma.
D. job experiences, further education and Licensed Practical Nurse (L.P.N.) training.

__________ 7. Entry-level positions which require assisting with grooming, bathing, and selecting and caring for clothing are duties which are referred to as

A. domestic chores.
B. health care.
C. personal care.
D. grooming care.

__________ 8. The reward for many caregivers working in services for the elderly is the

A. wage increases.
B. self-satisfaction.
C. hours of work.
D. friendly co-workers.

__________ 9. Entry-level positions which require dishwashing, feeding, and taking messages are duties referred to as

A. grooming care.
B. personal care.
C. health care.
D. domestic chores.

__________ 10. Entry-level positions which require back rubs, exercises, and observing and recording TPR are duties referred to as

A. health care.
B. grooming care.
C. domestic chores.
D. personal care.

CHAPTER 4 TEST

Employee Qualifications

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Which of the following is not a desirable characteristic for individuals working in services for the elderly
A. good working habits.
B. physical and mental well-being.
C. low energy level.
D. time management skills.

__________ 2. Factors affecting the physical capabilities of individuals working in services for the elderly include
A. posture, sleep, rest, nutrition, exercise, and personal hygiene.
B. posture, sleep, rest, nutrition, and exercise.
C. posture, physical endurance, and exercise.
D. physical endurance, exercise, and nutrition.

__________ 3. Desirable attributes for working in services for the elderly include
A. honesty, loyalty, confidentiality, and disrespect.
B. self-confidence and communication skills.
C. tactfulness, honesty, and self-confidence.
D. patience, tactfulness, friendliness, and tolerance.

__________ 4. Ethics important for job success when working in services for the elderly include
A. confidentiality, friendliness, and kindness.
B. loyalty, honesty, respect, and confidentiality.
C. respect, honesty, patience, and dependability.
D. loyalty, tolerance, empathy, and flexibility.

__________ 5. Other qualities helpful to caregivers working with the elderly include
A. communication skills, a sense of humor, and a genuine interest in people.
B. non-verbal communication skills and body language.
C. popularity with peers, a sense of humor, and self-confidence.
D. a genuine interest in people and sports and a sensitivity to aging.

__________ 6. Individuals in services for the elderly should develop good work habits such as
A. telling only close friends information concerning the situation or treatment of an elderly person.
B. being on time to work, and only visiting with co-workers before starting tasks.
C. making personal phone calls when one task is completed and before starting the next task.
D. being on time to work, avoiding the misuse of work time, and keeping confidences of the elderly person.

__________ 7. Knowing the rules governing smoking, coffee breaks, and the times for meals is a responsibility of the
- A. elderly person.
- B. visitors.
- C. caregiver.
- D. family members.

__________ 8. To protect themselves and others from infection, caregivers should wash their hands
- A. when they are dirty.
- B. before and after a care procedure.
- C. before a care procedure.
- D. after a care procedure.

__________ 9. Work simplification can be summarized in four words —
- A. evaluate, separate, arrange, and simplify.
- B. estimate, combine, arrange, and simplify.
- C. eliminate, combine, rearrange, and simplify.
- D. evaluate, eliminate, rearrange, and simplify.

__________ 10. Organization
- A. is not necessary for routine tasks.
- B. saves time and money.
- C. is preferred by caregivers.
- D. saves energy and time.

CHAPTER 5 TEST

Physical Needs of the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Which of the following statements is not true about the changes that normally occur in the body as people age?
   A. Physical changes affect the attitudes, self-concept, and ability of people to perform daily tasks.
   B. People age at the same rate.
   C. Physical needs of the elderly vary.
   D. Tissues and systems within one person show differences in rates of aging.

__________ 2. Physical changes that occur and the rate at which they progress are affected by
   A. diet, exercise, stress, disease, environmental conditions, and health care.
   B. environmental conditions, diet, health care, and disease.
   C. health care, disease, diet, exercise, and stress.
   D. diet, exercise, stress, disease, and environmental conditions.

__________ 3. The most obvious indicator of age is
   A. change in the internal organs.
   B. loss of independence.
   C. physical appearance.
   D. change in the sensory system.

__________ 4. Changes in the internal organs and systems include
   A. cardiovascular, muscular, sensory, urinary, and circulatory systems.
   B. circulatory and sensory systems.
   C. cardiovascular, skeletal, respiratory, sensory, and digestive systems.
   D. circulatory, respiratory, digestive, urinary, skeletal, and muscular systems.

__________ 5. Sensory changes which can be expected with normal aging include
   A. hearing, smell, taste, touch, and vision.
   B. vision, hearing, and smell.
   C. taste, touch, and vision.
   D. hearing, smell, taste, and vision.

__________ 6. Which of the following is not a change in motor abilities for the elderly?
   A. Movement becomes more difficult.
   B. There is increased stiffness in the joints.
   C. Ability to coordinate fine-muscle movement increases.
   D. Takes longer to recuperate from strenuous effort.

_____________ 7. When caring for the elderly, one of the most important responsibilities of the caregiver will be
A. making sure the elderly person gets adequate sleep and rest.
B. keeping a lookout for little changes that may signal a health problem.
C. observing reactions to medication.
D. providing for warmth to improve circulation.

_____________ 8. Concerns related to slight changes in a person's physical condition should be reported
A. to the elderly person at once.
B. to family members immediately.
C. after two days observation.
D. to a superior immediately.

_____________ 9. Which of the following is not a measure to lesson the effects of physical changes to the elderly?
A. Allow the elderly person with ulcers to walk around while using drugs and diet to promote healing.
B. Great caution must be taken in giving medications to elderly persons with kidney disorders.
C. A person with a respiratory problem needs little sleep.
D. Activity and exercise help in preventing constipation.

_____________ 10. Which of the following statements is not a measure to lesson the physical changes of the elderly person's sensory system?
A. Uncluttered surroundings aid the visually impaired elderly person.
B. Shorter sentences are easier for the hearing impaired to understand.
C. Good mouth and dental care can help the elderly person enjoy food more.
D. When touching an elderly person, it is necessary to use a light, gentle touch.

CHAPTER 6 TEST

Emotional Needs of the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Maslow's hierarchy of human needs consists of
A. self-fulfillment, self-worth, love, safety, and security.
B. self-survival, self-worth, love, and physical needs.
C. self-fulfillment, self-worth, love, safety and security, and physical survival.
D. self-fulfillment, self-worth, safety and security, and physical survival.

__________ 2. Having enough to eat, fluids to drink, being able to breathe, and anything else needed to keep the body alive is
A. security.
B. physical survival.
C. self-fulfillment.
D. survival.

__________ 3. Which of the following is not a technique the caregiver should use in helping the elderly person to feel safe and secure?
A. Keep promises to do things as promised.
B. Help the elderly person to maintain previous life patterns.
C. Help the elderly person to stick to developed schedules.
D. Give short notice when elderly person is to be moved or taken somewhere.

__________ 4. The caregiver can help an elderly person to feel loved by
A. seeing that the elderly person has new belongings.
B. making decisions for the elderly person.
C. giving the elderly person a friendly hug
D. discouraging new activities.

__________ 5. Encouraging the elderly person to be as independent as possible will help the person feel
A. strong.
B. worthwhile.
C. healthy.
D. loved.

__________ 6. Social isolation
A. is a problem because old friends die or move away.
B. is an inevitable part of the aging process.
C. results because elderly people cannot make new friends.
D. results when the caregiver plans the activities.

__________ 7. The caregiver can encourage and promote self-fulfillment for the elderly person by not
A. encouraging learning through books and clubs.
B. encouraging meeting other people.
C. limiting the discussions about the past.
D. helping the elderly person discover their strengths.

__________ 8. Which of the following statements is not true about the emotional changes associated with old age?
A. Many emotional changes occur as a result of various losses.
B. Most elderly people do not have the ability to cope with the losses.
C. The elderly have the maturity to exchange the loss of one pleasure with something new.
D. Most elderly people can cope with the slowing down that comes with aging.

__________ 9. Death of loved ones, failing physical health, loss of status, prestige, and economic security
A. are losses which can develop into emotional problems if not handled correctly.
B. are losses which all people face sooner or later.
C. create few problems, except for the stress involved.
D. are coped with easily because of the maturity of the elderly person.

__________ 10. Sadness, feeling blue and crying spells, insomnia, decreased appetite, decreased weight, constipation, heart palpitations, fatigue, slowing of movement, and agitation are symptoms of
A. anxiety.
B. depression.
C. grief.
D. hypochondria.

__________ 11. The overconcern for one's physical and emotional health, along with physical complaints that have no medical basis is
A. paranoia.
B. anxiety.
C. hypochondria.
D. depression.

CHAPTER 7 TEST

Mental needs of the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Mental abilities of the elderly decline for all the following reasons except
A. illness.
B. adequate nutrition.
C. isolation.
D. disease.

__________ 2. Which of the following statements about organic disorders in the elderly is not true?
A. Some organic disorders are reversible.
B. Some organic disorders are the result of permanent damage to the brain.
C. Have a mental cause and are known as organic brain syndromes.
D. Some organic disorders are not reversible.

__________ 3. Which of the following procedures will not help the caregiver to minimize the confusion of a mildly confused elderly person?
A. Giving reminders to the elderly person.
B. Giving special attention to the elderly person.
C. Keeping a watchful eye on the elderly person.
D. Giving medication to the elderly.

__________ 4. The elderly person who is very confused
A. should never be left alone.
B. should be isolated.
C. should not be reminded of current events.
D. should not be told who friends or family members are.

__________ 5. The ability to retain information from a second to a few minutes is a
A. normal memory.
B. short-term memory.
C. long-term memory.
D. very long-term memory.

__________ 6. Memories from the distant past to recent events are
A. normal memory.
B. short-term memory.
C. long-term memory.
D. very long-term memory.

__________ 7. Memory retention from 10 to 20 minutes is a
A. normal memory.
B. short-term memory.
C. long-term memory.
D. very long-term memory.

__________ 8. Which of the following is not a cause of confusion?
A. Aging.
B. Isolation.
C. Heart disease.
D. Low-blood sugar.

__________ 9. Which of the following statements is not true about reality orientation?
A. Reality orientation is designed to bring confused persons back to reality.
B. Reality orientation can be used by the caregiver.
C. Reality orientation allows the confused person to ramble occasionally.
D. Reality orientation can be used by family members.

__________ 10. A procedure the caregiver should avoid when using the technique of reality orientation is to
A. call the confused elderly person by name.
B. remind the confused elderly person of the caregiver's name.
C. argue about what is real or imagined by the confused elderly person.
D. remind the confused elderly person of the time of day and what may be associated with it.

CHAPTER 8 TEST

Social Needs of the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. The way individuals are expected to behave in certain situations or under different circumstances involving people is referred to as
A. social etiquette.
B. social behavior.
C. social roles.
D. social obligations.

__________ 2. Which of the following are not a social need of the elderly?
A. the need to belong.
B. the need to feel needed.
C. the need to be alone.
D. the need to replace roles that may have been lost.

__________ 3. The social change of the elderly which is a gradual separation from family, friends, and the community is known as the
A. engagement theory.
B. activity theory.
C. active theory.
D. disengagement theory.

__________ 4. Social changes of the elderly in which the people who age the most successfully are those who maintain a high degree of involvement in life is known as
A. engagement theory.
B. activity theory.
C. active theory.
D. disengagement theory.

__________ 5. Elderly individuals, bedridden or confined to a wheelchair, can stay involved by helping their communities in the following ways except
A. making phone calls for telephone reassurance.
B. delivering food for meals-on-wheels.
C. writing a weekly column from an elderly person's viewpoint.
D. making phone calls to encourage voter registration.

__________ 6. To the elderly, social groups, religious activities, local school involvement, and social events
A. are often thought of as a nuisance.
B. are usually fond memories of the past.
C. take too much time and energy.
D. are a way to keep actively involved.

__________ 7. Which of the following statements is not true about the elderly and their social needs?
A. Elderly persons who remain socially active are more likely to be young at heart.
B. Most elderly people want to be actively involved.
C. Most elderly people accept the decline of their social world.
D. The elderly need to belong and to feel loved.

__________ 8. Which of the following is not true about the elderly?
A. Friends can be a source of emotional support.
B. Friendships are especially important.
C. Friendships take too much of one's time.
D. Friendships are a cushion for the loss of loved ones.

__________ 9. Which of the following statements is not true about the elderly and social events?
A. Most elderly persons enjoy giving or going to parties.
B. Most elderly persons dislike socializing with people they don't see everyday.
C. Some elderly persons like preparing the food for a social event.
D. Some elderly persons like to decorate the table or room for the party as much as attending.

__________ 10. Elderly people are becoming a growing trend in schools as they help with parties, attend recitals or plays, tutor students, and are known as
A. class or room grandparents.
B. involved elderly persons.
C. civic-minded elderly citizens.
D. lonely elderly persons.

__________ 11. The caregiver can assist the elderly with correspondence in the following ways except
A. writing letters as the person dictates them.
B. composing and writing letters of their own.
C. assisting with a birthday file of the person's friends and relatives.
D. writing letters from a recorder that the person has talked into.

CHAPTER 9 TEST

Housing Considerations of the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

_____________ 1. If possible, most elderly people want to
- A. live in retirement communities.
- B. remain in easy to care for apartments.
- C. live in ECHO housing.
- D. remain in their own homes.

_____________ 2. The advantages of renting include all of the following except
- A. no maintenance.
- B. predictable expenditures.
- C. no equity.
- D. proximity to other people.

_____________ 3. Elderly people should change their housing arrangements when
- A. their first social security check arrives.
- B. their needs change.
- C. their children leave home.
- D. there is a crisis.

_____________ 4. Personal reasons of the elderly for staying in their same living arrangements include the following except for wanting
- A. to be located near a doctor.
- B. a tolerable climate.
- C. fluctuating utility bills.
- D. stabilized expenses.

_____________ 5. Which of the following is not true about the feelings of the elderly toward home ownership?
- A. Home ownership is an aspiration that has been accomplished.
- B. Home ownership provides a sense of permanence.
- C. Home ownership is an aspiration that has been forced on them.
- D. Home ownership provides a sense of satisfaction.

_____________ 6. Which of the following is not true about the feelings of the elderly toward renting their homes?
- A. There is less worry with renting.
- B. They are free from maintenance chores with renting.
- C. There are less expenses with renting.
- D. There are more responsibilities with renting.

__________ 7. Special design features that might be adapted to the home of an elderly person do not include

A. artificial lighting.
B. warm, bright colors.
C. sharp corners.
D. contrasting textures.

__________ 8. Which of the following is not true about housing alternatives available to the elderly?

A. Each type of housing has advantages.
B. Housing alternatives range from totally independent to very sheltered housing arrangements
C. There are very few housing alternatives available to the elderly.
D. Each type of housing has advantages.

__________ 9. The approximate number of elderly who own their homes is

A. one-third
B. two-thirds
C. one-half
D. three-fourths

__________ 10. In addition to providing shelter and security, the type of housing which tends to stress a variety of recreational and social activities is a

A. private home.
B. ECHO housing.
C. retirement village or community.
D. mobile home.

__________ 11. When an apartment or unit is purchased within the framework of a high-rise apartment building or a complex of buildings it is called

A. a condominium.
B. HUD housing.
C. ECHO housing.
D. low income housing.

__________ 12. ECHO housing is

A. a unit purchased within the framework of a high-rise apartment building or a complex of buildings.
B. a separate, self-contained unit installed in the side or backyard of an existing family home.
C. housing that a corporation owns.
D. a community that may be an entire new town, a subdivision, or just one high-rise apartment building.

__________ 13. The percentage of the population over age 65 that are living in long-term care facilities is

A. 12 percent.
B. 15 percent.
C. 2 percent.
D. 5 percent.

CHAPTER 10 TEST

Transportation

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Who is liable for car damages if the caregiver is driving the elderly person's car?

A. the caregiver.
B. the elderly person.
C. the caregiver and the elderly person.
D. the elderly person and the care facility.

__________ 2. The most common form of public transportation is

A. a taxi.
B. a bus.
C. an airplane.
D. a car.

__________ 3. The elderly should observe the following guidelines when riding on public transportation with the exception of

A. watching for slippery pavement and other hazards when entering or leaving a vehicle.
B. having fare ready to prevent losing one's balance while fumbling for change.
C. grasping packages with both hands in order not to drop them.
D. remaining alert and bracing oneself when a bus is slowing down or turning.

CHAPTER 11 TEST

The Elderly in the Marketplace

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

_____________ 1. Labels list ingredients with the ingredient in the largest amount
   A. first.
   B. anywhere.
   C. last.
   D. second.

_____________ 2. Nutritional labeling is mandatory
   A. if a chemical additive or nutrient is added.
   B. when a product is shipped intrastate.
   C. on all perishable products.
   D. for all food products.

_____________ 3. The quality of products is not assured beyond the
   A. pull date.
   B. freshness date.
   C. expiration date.
   D. packing date.

_____________ 4. The universal product code is a
   A. calendar date on packaged meat and other perishables.
   B. series of block vertical bars and numbers.
   C. mandatory nutritional label.
   D. label attached to all perishable products.

_____________ 5. Which of the following cereals is the least expensive per ounce?
   A. 12 oz. size for $1.29 .10
   B. 18 oz. size for $1.99 .11
   C. 24 oz. size for $2.29 .09
   D. 32 oz. size for $3.39 .10

_____________ 6. Using the unit pricing method, which size toothpaste would a smart shopper choose?
   A. 2.7 oz. size priced at $ .99 .366
   B. 4.6 oz. size priced at $1.29 .280
   C. 6.4 oz. size priced at $1.89 .295
   D. 8.2 oz. size priced at $2.19 .267

_____________ 7. Which of the following is not a smart guideline to follow when shopping for personal and household items?
   A. compare price, quality, and design.
   B. time shopping according to seasonal needs.
   C. substitute a less expensive item when possible.
   D. bargain whenever possible for a lower price.

____________ 8. The following personal affairs are responsibilities of the elder caregiver with the exception of

A. choosing reading material for the elderly person.
B. collecting needed information for the elderly person to make decisions.
C. making hair care appointments for the elderly person.
D. reading to the person who cannot see well.

CHAPTER 12 TEST

Frauds, Gyps, and Deceptions

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. One of the principal deceptions aimed at the elderly is the cure for
A. backaches.
B. arthritis.
C. constipation.
D. headaches.

__________ 2. A health quack would usually make the following claims with the exception of
A. saying x-ray, surgery, and drugs are a good cure.
B. guaranteeing a quick cure.
C. advertising with case histories and testimonials.
D. using special or secret machine or formula.

__________ 3. To investigate an advertised operation or position, a person should first contact the
A. Federal Trade Commission.
B. Small Claims Court.
C. police.
D. Better Business Bureau.

__________ 4. Which scheme convinces the victim to withdraw their life savings from the bank then the swindlers cleverly exchange the money for a pouch full of paper?
A. the bank examiner.
B. the bunco trip.
C. the pigeon drop.
D. the bait and switch.

__________ 5. Which scheme involves a phony bank or savings and loan investigator?
A. the bank examiner.
B. the bait and switch.
C. the bunco trip.
D. the pigeon drop.

__________ 6. The following statements which describe a pattern to extra income deceptive offers discovered by the Federal Trade Commission are true except...
A. The approach is usually by an ad promising excellent profits for easy spare-time work.
B. The ads frequently appear in the "help wanted" columns of newspapers.
C. There is usually an investment of money before the person can start to receive profits.
D. The ads usually appear in the Better Business Bureau office.

__________ 7. A contract should only be signed

A. when there are blank spaces on it.
B. if the signer has skimmed the contract.
C. after it is thoroughly understood by the signer.
D. after a lawyer or other expert has looked it over.

__________ 8. Before any home improvements are made, the elderly should do all of the following with the exception of

A. reading and understanding the contract before signing.
B. knowing the payment and finance cost.
C. getting two or three names of people who have had the same company do work.
D. demanding a duplicate contract with contractor's signature on it.

__________ 9. Door to door salespeople are required in many cities to have a permit if between the ages of

A. 30 and 65.
B. 15 and 60.
C. 18 and 35.
D. 21 and 40.

__________ 10. The elderly should observe the following precautions when mail ordering an item with the exception of

A. looking for items with terms like "fantastic, incredible, revolutionary."
B. reading entire ad, including small print.
C. searching ad for precise description of product-- weight, material, description.
D. looking for money-back guarantee — use extreme caution if none given.

CHAPTER 13 TEST

Clothing Needs

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Clothing needs are classified as
A. sociological and psychological.
B. psychological and physiological.
C. physiological, sociological, and biological.
D. physiological, psychological, and sociological.

__________ 2. Physical changes which occur in the body as one ages are listed, except
A. protruding abdomen.
B. body growing shorter.
C. decrease in weight.
D. stooped posture.

__________ 3. Which of the following is not true about sociological clothing needs?
A. Society defines what is appropriate dress for different age groups.
B. Standards in dress vary with age, sex, social status, occupation and economic level.
C. Clothing needs change with each stage of life.
D. Today's standards in dress allow individuals to wear whatever they choose.

__________ 4. Clothing for the elderly should be selected for the following reasons with the exception of
A. the type of activities.
B. the weather.
C. the latest fashion.
D. personal preference.

__________ 5. The caregiver can stretch the wardrobe of an elderly person by
A. purchasing smart looking accessories.
B. mixing and matching clothing.
C. following current fashion trends.
D. striving for a monotone color scheme

__________ 6. Which of the following is not true about color in clothes?
A. One's mood, feelings, and looks are affected by color.
B. Color can draw attention away from a particular part of the body.
C. Lighter colors make the body look smaller, and darker colors make the body look larger.
D. Color can draw attention to a particular part of the body.

_____________ 7. Safety should be considered when selecting clothes for the elderly, and it is best to avoid

A. fitted full-length clothes.
B. long robes or housecoats.
C. three quarter-length sleeves.
D. nonflammable garments.

_____________ 8. Fabrics with the ability to retain their natural shape and withstand reaching and pulling motions recommended for the elderly are

A. cottons.
B. wools.
C. knits.
D. nylons.

_____________ 9. Fasteners on ready-made clothing for the elderly with loss of finger dexterity or limited range of motion include the following with the exception of

A. snaps.
B. large buttons.
C. magnetic fasteners.
D. zippers with decorative pulls.

_____________ 10. The caregiver should observe the following guidelines when assisting with the purchase of clothing for an elderly person with the exception of

A. clothing that can be mixed with the present wardrobe.
B. clothing that is attractive and appeals to the elder caregiver.
C. accessories that will stretch the present wardrobe.
D. clothing that will point out positive features and hide any flaws.

_____________ 11. Which statement is not true about mending clothes?

A. The caregiver should check clothes for holes.
B. The sooner a repair is made, the easier a job will be to fix it.
C. Mending should always be done after laundering but before next wearing.
D. Most frequently needed clothing repairs include patching, sewing on buttons, or resewing seams.

CHAPTER 14 TEST
Nutrition for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. The most expensive food group is
A. the milk, yogurt, and cheese group.
B. the fruit group.
C. fats, oils, and sweets.
D. the meat, poultry, fish, dry beans, eggs, and nut group.

__________ 2. The daily recommended number of servings from the fruit group for the elderly is
A. 2 or more.
B. unlimited.
C. 3 or more.
D. 4 or more.

__________ 3. The best food source of ascorbic acid is
A. winter squash.
B. raisins.
C. strawberries.
D. onions.

__________ 4. The bread, cereal, rice, and pasta group often forms the bulk of the elderly person's diet for all of the following reasons except...
A. It is the least expensive.
B. It is lower in calories.
C. Food is easier to chew.
D. Food is fast to prepare.

__________ 5. Which of the following would influence the elderly's food intake but is not considered a physical factor?
A. emotional depression.
B. dental problems.
C. drug interference.
D. excretion problems.

__________ 6. Degenerative changes become more rapid after the age of
A. 55.
B. 60.
C. 70.
D. 65.

__________ 7. An excellent source of iron to include in an iron deficient diet is

A. broccoli.
B. chicken.
C. cheese.
D. liver.

__________ 8. Calcium requirements

A. sharply decrease with age.
B. increase with age.
C. remain the same with age.
D. decrease with age.

__________ 9. The most common dietary deficiencies that the elderly experience are related to low intake or utilization of

A. iron, vitamin D, vitamin A, and protein.
B. vitamin D, ascorbic acid, calcium, protein.
C. iron, vitamin A, vitamin C, and calcium.
D. vitamin A, calcium, protein, and iron.

__________ 10. The estimated percentage of health problems experienced by the elderly which are nutrition related is

A. 33 to 50 percent.
B. 10 to 20 percent.
C. 50 to 75 percent.
D. 5 to 10 percent.

CHAPTER 15 TEST

Menus and Diets for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Which of the following is not a characteristic of a well-planned meal?
A. looks attractive.
B. is within one's budget.
C. includes food from two food groups.
D. satisfies the tastes and needs of the person.

__________ 2. When planning meals for the elderly, the caregiver should
A. select foods that are the same shapes and sizes.
B. serve foods that are the same temperatures.
C. avoid using the same sensory flavors in a meal.
D. avoid serving foods with different textures.

__________ 3. Food is much more likely to be eaten if the elderly are able to
A. choose it.
B. prepare it.
C. purchase it.
D. season it.

__________ 4. Which of the following is not a step the caregiver should follow when planning menus?
A. Write menus when there is spare time between other responsibilities.
B. Have a list of the food in the pantry and refrigerator.
C. Know the budget available to work with.
D. Review menus of previous week to avoid over repetition.

__________ 5. The following characteristics are true of cycle menus with the exception that cycle menus
A. can be developed for winter, spring, summer and fall.
B. cannot be used over and over again.
C. cover a period of one to four weeks.
D. provide better use of the caregiver's time.

__________ 6. The type of diet prescribed for the very ill person or the person who has a hard time chewing or swallowing is the
A. soft diet.
B. bland diet.
C. fat-restricted diet.
D. liquid diet.

__________ 7. Which food would not be recommended for the person on a bland diet?
A. sugar cookies.
B. cauliflower.
C. rice.
D. milk.

__________ 8. The purpose of an exchange list is to
A. provide variety and satisfying foods in the diet.
B. discourage certain types of foods.
C. make it impossible to substitute foods.
D. divide foods into five food groups.

__________ 9. Which diet is for people with liver and gall bladder troubles?
A. soft diet.
B. bland diet.
C. clear-liquid diet.
D. fat-restricted diet.

__________ 10. Which diet is for people whose bodies do not use carbohydrates properly?
A. sodium-restricted diet.
B. soft diet.
C. diabetic diet.
D. liquid diet.

__________ 11. Which of the following is not true about nutrients?
A. In cooking, sugar dissolves in water.
B. Fat-soluble vitamins are easily lost in cooking.
C. In cooking, starches mix with water and thicken.
D. Minerals are easily lost in cooking.

CHAPTER 16 TEST

Mealtimes for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

_____________ 1. Eating should be an enjoyable experience for the elderly because
- A. it gives them a chance to socialize.
- B. they are always hungry.
- C. they can be alone to eat.
- D. it makes the time go faster.

_____________ 2. In dining room services for the elderly the caregiver should not
- A. assist others to the table.
- B. encourage elderly persons to do everything themselves.
- C. allow them fifteen minutes for a meal.
- D. check that their napkins are in place.

_____________ 3. In preparation of a tray service in an elderly person's room the caregiver should not
- A. wash the persons hands or let the person wash hands.
- B. assist the person from bed to chair or wheelchair.
- C. assist persons to bathroom or offer the bedpan or urinal.
- D. raise the head of the bed according to elderly person's directions.

_____________ 4. The caregiver should never
- A. check that napkins are in the lap or tucked in at the neck.
- B. rush or hurry the elderly person to eat.
- C. help to butter the bread, cut the meat, or pour drinks.
- D. report to supervisor when an elderly person eats very little.

_____________ 5. The caregiver
- A. always has the responsibility of feeding elderly persons.
- B. will usually feed the elderly person in a private home situation.
- C. should always insist that the elderly persons eat by their own skill.
- D. check their schedule to determine if they have time to assist the elderly with eating.

_____________ 6. The food on a tray for a person with impaired vision should not be arranged
- A. like everyone else's.
- B. like the face of a clock.
- C. in the same way.
- D. with meat at 6 o'clock, potatoes at 12 and beans at 3.

__________ 7. Which one of the following statements is not true about extra nourishment?
A. Fruit juice, eggnogs, and ice cream are often served as extra nourishment.
B. It is important to check that the right nourishment is served to the right person.
C. The caregiver can assist elderly persons needing help with the extra nourishment.
D. Extra nourishment is served between meals to all elderly persons.

__________ 8. Self-aids for eating do not
A. eliminate overdependence on the caregiver.
B. give the elderly person greater confidence.
C. speed up the caregiver's work schedule.
D. boost the elderly person's personal morale.

__________ 9. When feeding an elderly person the caregiver should use the following techniques with the exception of
A. making sure that food is not too hot.
B. feeding the elderly person slowly.
C. making sure the person chews and swallows the food.
D. heaping food on the fork or spoon.

__________ 10. The caregiver should not
A. present and remove trays for room service.
B. assist the elderly persons to and from the dining room.
C. determine which elderly persons are to receive extra nourishment.
D. encourage elderly person to do as much as possible.

CHAPTER 17 TEST

Exercise for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Regular exercise is important for meeting the recreational needs of the elderly for the following reasons with the exception of
A. joints become stiff unless fully used.
B. exercise meets need for limited mobility.
C. exercise helps to restore cardiovascular reserves.
D. physical activity helps to maintain muscle power.

__________ 2. The best and easiest exercise for the elderly is
A. running in place.
B. brisk walking.
C. climbing stairs.
D. swimming laps.

__________ 3. The following statements regarding exercise are true except...
A. Less exercise is required for controlling weight.
B. Exercise can help persons cope with stress.
C. Physical activity aids in the prevention of certain diseases.
D. Exercise improves circulation.

__________ 4. An exercise program consists of three parts, the
A. calisthenics, warm-up, and exercise.
B. warm-up, cool-down, and exercise.
C. warm-up, exercise, and cool-down.
D. warm-up, calisthenics, and exercise.

__________ 5. The elderly person should start an exercise program
A. by following a television or video fitness show.
B. with friends who can visit daily.
C. selecting exercises from magazine articles.
D. after receiving the doctor's okay.

__________ 6. The following are ways that the caregiver can assist the elderly in a regular exercise program except
A. encouraging the person to participate in a regular fitness program okayed by the person's doctor.
B. assisting the elderly person with exercise.
C. planning an exercise program for the elderly person.
D. making certain the elderly person has checked with the doctor.

_______ 7. The following benefits can result from programs of moderate but regular exercise except

A. effort required to perform routine tasks is maximized.
B. poise and grace come with ease of movement.
C. due to strength developed, daily tasks are performed with ease.
D. the digestive process, stimulated through activity, works better.

_______ 8. A planned program of exercise for the elderly person should be

A. 60 minutes to 1 1/2 hours.
B. 45 minutes to an hour.
C. 30 minutes to an hour.
D. 20 to 30 minutes.

_______ 9. A planned program of exercise for the elderly person is

A. as important as eating a proper diet or keeping clean.
B. should fit the caregiver's schedule.
C. is the same for all persons over 60.
D. should be consistent with no alternatives.

CHAPTER 18 TEST

Hobbies and Activities for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Meaningful hobbies and activities for the elderly
- A. offer little freedom from boredom.
- B. are just busy work.
- C. provide opportunities for work.
- D. take up too much of their time.

__________ 2. Which of the following statements is not true about hobbies for the elderly?
- A. Hobbies in younger days can become a consuming interest in older years.
- B. The elderly person has more time, more energy, and more money to spend on hobbies.
- C. The caregiver can encourage the elderly person to renew past hobbies.
- D. The caregiver can encourage the elderly person to develop new hobbies.

__________ 3. For the elderly person who likes to play games, the caregiver should not
- A. help the elderly person learn the rules for new games.
- B. select games of interest to the caregiver.
- C. see that equipment and needed items for the game are readily accessible.
- D. select games of interest to the elderly person.

__________ 4. An enlarged pen, a lightweight plastic ball to hold pencil, and a lap desk are writing aids that help
- A. the elderly person with normal finger dexterity and muscle coordination.
- B. all elderly persons 65 and over.
- C. the elderly person with arthritic fingers or reduced muscle coordination.
- D. the elderly person with impaired vision.

__________ 5. Some elderly people are interested in finding out about their ancestors by tracing their family
- A. genetics.
- B. geochemistry.
- C. galaxy.
- D. genealogy.

__________ 6. When assisting the elderly person who has an interest in art, the caregiver can
- A. draw or paint what the person wishes.
- B. show the person line drawing.
- C. fill in the details on line drawings.
- D. use a brush with water colors to add color to the line drawing.

__________ 7. Visiting with persons to learn their interests and providing a pick-up and delivery service are services that are offered by
A. the local librarian.
B. Books for Folks.
C. Friends of the Library.
D. Friends of the Elderly.

__________ 8. When suggesting a hobby or activity for an elderly person, the caregiver should
A. keep in mind the hours the caregiver is scheduled to work.
B. keep in mind the needs and wants of the elderly person.
C. suggest activities that they understand and are familiar with.
D. encourage hobbies the person is interested in regardless of the cost of supplies or classes required.

__________ 9. Which of the following statements is not true about music and its appeal to the elderly?
A. Music can be therapeutic.
B. Music can reverse a person's mood.
C. Music can help relieve pain and help a person sleep.
D. Music cannot lift a person's spirits.

__________ 10. Which statement is not true about individual or group activities?
A. Individual or group activities are the same for most individuals.
B. Individual or group activities should be relaxing to the participants.
C. Individual or group activities should reduce anxiety and relieve stress of the participants.
D. Individual or group activities should provide the participants with diversity.

CHAPTER 19 TEST

Educational Activities for the Elderly

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Educational activities encourage growth and self-development
A. of senior citizens and individuals.
B. of the elderly.
C. regardless of age.
D. of young individuals.

__________ 2. Elderly persons participate in educational activities for
A. enjoyment and fun.
B. academic and occupational achievements.
C. occupational advancement.
D. enjoyment, fun, and satisfaction of learning.

__________ 3. Which of the following statements are not true in regard to university and college policies toward the elderly?
A. Offer adult education and extension courses.
B. Allow persons 65 or over to audit courses.
C. Offer mini courses and summer programs for the elderly.
D. Offer a senior discount fee for auditing courses.

__________ 4. Which of the following statements are not true about the adult education programs offered by YMCA's and YWCA's?
A. Arts and crafts are often emphasized.
B. Programs are planned for people with special talents.
C. Charge the senior citizen a small fee.
D. Allow the elderly individual to turn out satisfying and attractive objects.

__________ 5. Senior Centers meet the needs of the elderly for
A. companionship and sociability.
B. sociability and independence.
C. learning achievements.
D. occupational training.

__________ 6. The following tasks can be performed by the caregiver in an elder care facility except
A. welcoming all members of the clergy as they visit.
B. answering questions about the elderly courteously and adequately.
C. interpreting religious beliefs for the elderly.
D. assisting the clergy as needed.

__________ 7. Which one of the following statements is not true in regard to the elderly and religion?
   A. Religious services and social functions are important to many elderly persons.
   B. Many elderly feel that religion is impersonal but they do recognize individual rights.
   C. Many elderly persons have lived and practiced their religion for most of their lives.
   D. Religion is closely related to education during all phases of life as it encourages self-development and growth.

__________ 8. Status in senior centers is usually established by
   A. wealth.
   B. wealth and achievements.
   C. integrity.
   D. personal ability and integrity.

__________ 9. The elder caregiver can use the following techniques to encourage an elderly person to pursue an interest in learning except
   A. locating senior centers and golden age clubs in the community.
   B. promoting independence by letting elderly persons find their own learning source.
   C. investigating the adult education programs of the YWCA and the YMCA.
   D. obtaining catalogs of courses being offered by universities and community colleges.

CHAPTER 20 TEST

Sanitation

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

____________ 1. The practice of rendering a care facility or private home free from agents injurious to health is called
A. disinfecting.
B. sterilizing.
C. sanitizing.
D. fumigating.

____________ 2. The term that means free from germs or bacteria that may cause infection is
A. murine typhus.
B. medical asepsis.
C. handwashing.
D. biological science.

____________ 3. The most common way of spreading infection from one person to another is by
A. clothing.
B. equipment.
C. food.
D. hands.

____________ 4. After soiled linens have been removed from the bed, the caregiver should
A. stack it on the floor in the corners of the room.
B. burn it immediately.
C. dispose of it in a covered hamper.
D. place it neatly in the hallway.

____________ 5. Which of the following is not a common chemical sanitizer?
A. chlorine.
B. iodine.
C. quaternary ammonia.
D. water.

____________ 6. The least effective way to deal with odors is to
A. block them with sprays or deodorizer blocks.
B. frequently clean with a detergent-disinfectant solution.
C. use fresh air and good ventilation.
D. remove the cause of the odor.

__________ 7. The best insurance against pests is to

A. keep all windows and doors shut.

B. clean garbage cans and keep them covered.

C. store food properly and clean up spilled food immediately.

D. eliminate the presence of rodents.

__________ 8. Disinfecting articles is most often done with

A. steam.

B. chemicals.

C. water.

D. soap.

CHAPTER 21 TEST

Safety

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. The percentage of all accidental injuries that occur in and about the home is
A. 50 percent.
B. 15 percent.
C. 43 percent.
D. 26 percent.

__________ 2. The leading cause of accidental deaths and injuries for elderly people is
A. falls.
B. cuts.
C. burns.
D. poisonings.

__________ 3. Which of the following is not a good safety rule to follow when working in the kitchen?
A. Keep electrical outlets in good repair.
B. Use water to put out a grease fire.
C. Wash sharp knives separately.
D. Place handles of pans away from front edge of stove.

__________ 4. If an electrical appliance falls into a water filled bathtub, the elder caregiver should
A. drain the water,
B. retrieve the appliance from the water.
C. call the police department for help.
D. unplug appliance and retrieve it.

__________ 5. Which of the following is not a good safety rule to follow in the bedroom?
A. Install night lights in the room.
B. Have a telephone within reach of the bed.
C. Use heating pads on lowest settings while sleeping.
D. Follow manufacturer's instructions when using electric blankets.

__________ 6. Which of the following safety rules should be followed when doing housekeeping for the elderly?
A. wax floors well.
B. wipe up all spills
C. encourage the elderly to use scatter rugs.
D. wear shoes with heels.

_______ 7. The greatest danger in a fire is the
- A. flames.
- B. smoke.
- C. heat.
- D. gas.

_______ 8. Which of the following is not a suitable location for a smoke detector?
- A. close to air vents.
- B. near bedrooms.
- C. on the ceiling.
- D. 6-12 inches below the ceiling on the wall.

_______ 9. The best way to put out a grease fire in the oven is to
- A. cover it with water.
- B. smother it with soda.
- C. close oven door and turn oven off.
- D. cover with sand or dirt and turn oven off.

_______ 10. The National Fire Prevention and Control Administration does all of the following except
- A. monitoring residential fire detectors and related equipment.
- B. providing research and investigation into product-related deaths, illness, and injury.
- C. assisting in the development of fire safety standards for consumer products.
- D. conducting educational programs on methods for fire prevention.

CHAPTER 22 TEST

Preventive Health Measures and Signs of Illness

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

_____________ 1. Which of the following is not a good preventive measure to promote good health in the elderly?
A. physical exam every 5 years.
B. healthy diet.
C. regular exercise.
D. immunized for infectious diseases.

_____________ 2. The elderly should be protected from infectious diseases because
A. previous immunizations usually wear out after five years.
B. there is a greater threat of severe illness or mortality among this age group.
C. they travel outside the country more frequently than any other age group.
D. they participate more in outdoor activities than those in the 40 and under age group.

_____________ 3. A tetanus shot is important for the elderly who
A. travel outside the country.
B. might be exposed to young children.
C. take medications daily.
D. participate in several outdoor activities.

_____________ 4. What percentage of all prescription/over-the-counter drugs sold in the United States are consumed by the elderly?
A. 25 to 35 percent.
B. 55 to 60 percent.
C. 30 to 35 percent.
D. 5 to 10 percent.

____

5. Which of the following is not a safe guideline to follow when using medications?
A. Take the amount prescribed by the doctor.
B. Discard medications with old expiration dates.
C. Take medicines prescribed for someone else.
D. Know what precautions to take with specific drugs.

____

6. Objective observations are
A. feelings or emotions.
B. sensations.
C. signs of social problems.
D. signs you can physically see.

__________ 7. Which of the following is not an objective observation?
A. red, swollen eyelids.
B. slumping posture.
C. loss of smell.
D. dilated pupils.

__________ 8. Which of the following is not a subjective symptom?
A. dizziness.
B. thirsty.
C. loss of smell.
D. dilated pupils.

CHAPTER 23 TEST

Vital Health Signs

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Which of the following is not considered a "vital sign"?
A. respiration.
B. blood pressure.
C. skin color.
D. temperature.

__________ 2. The process by which the body takes oxygen into the lungs and eliminates carbon dioxide is called
A. blood pressure.
B. respiration.
C. temperature.
D. pulse.

__________ 3. TPR and BP are used to evaluate an elderly person's condition in all of the following ways except
A. obtaining knowledge of the person's mental condition.
B. keeping a continuous record to determine the course of the person's illness.
C. aiding the doctor in diagnosing the person's illness.
D. aiding the doctor in determining treatment for the person.

__________ 4. When monitoring and recording an elderly person's vital signs, the caregiver should
A. record information sometime during that day.
B. estimate vital signs that you cannot get accurate readings for.
C. write legibly and understandably.
D. report sudden, abnormal changes if they continue for more than a week.

__________ 5. Which is the most common method of taking the temperature?
A. armpit.
B. rectal.
C. axillary.
D. oral.

__________ 6. If an elderly person complains of a headache, has a flushed face, and is extremely thirsty, the caregiver should take the person's
A. pulse.
B. temperature.
C. respiration.
D. blood pressure.

__________ 7. The normal temperature range taken orally is
- A. 98.6°F - 99°F.
- B. 96.6°F - 98°F.
- C. 94.6°F - 96°F.
- D. 99.6°F - 101°F.

__________ 8. Pulse can be felt best
- A. on the sides of the neck.
- B. in front of the ear.
- C. near the ankle.
- D. in the radial artery.

__________ 9. The amount of pressure or force exerted against the walls of the arteries by the blood is called
- A. blood pressure.
- B. pulse.
- C. respiration.
- D. temperature.

CHAPTER 24 TEST

First Aid

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. When meeting the home emergency needs of the elderly, the first step to perform would be to
- A. give necessary first aid treatment.
- B. determine if the emergency or injury is minor or major.
- C. keep the patient as calm and comfortable as possible.
- D. phone the ambulance, paramedics, or fire department.

__________ 2. Antacid and sodium bicarbonate are used to
- A. clean minor wounds.
- B. relieve cold symptoms.
- C. to bring on vomiting if poison is swallowed.
- D. relieves stomach acidity , heartburn, or indigestion.

__________ 3. The most important item needed in the medicine cabinet is
- A. iodine or a mercury antiseptic.
- B. a list of emergency phone numbers.
- C. Syrup of Ipecac.
- D. a first aid manual.

__________ 4. To accurately provide the necessary information when making an emergency call, the caregiver should remember the word
- A. LIFE.
- B. LOVE.
- C. LIVE.
- D. LAST.

__________ 5. Which type of burn describes reddened skin and blisters?
- A. fourth degree.
- B. second degree.
- C. first degree.
- D. third degree.

__________ 6. When an elderly person's hand is cut by a sharp object such as a knife or glass, the wound is called
- A. an incision.
- B. a puncture.
- C. an abrasion.
- D. a laceration.

__________ 7. Which of the following is not a sign of fainting?
A. dizziness and weakeness.
B. often nausea and vomiting.
C. hot, dry, red skin.
D. profuse perspiration.

__________ 8. The Heimlich maneuver would be used in which of these first aid situations?
A. fainting.
B. shock.
C. wounds.
D. chocking.

__________ 9. Signs which indicate shock include all of the following with the exception of
A. a strong and slow pulse.
B. an excessive thirst.
C. dazed eyes with dilated pupils.
D. shallow and irregular breathing.

__________ 10. Which of the following should be given to a person that has ingested methanol or a related product?
A. milk.
B. vinegar.
C. citrus juice.
D. Syrup of Ipecac.

CHAPTER 25 TEST

Terminal Illness

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

____ 1. Illnesses which eventually lead to death are referred to as
- A. grief.
- B. terminal.
- C. denial.
- D. eternal.

____ 2. A positive way of caring for the terminally ill is to
- A. be overprotective of the ill person.
- B. be callous to the suffering of the ill person.
- C. be rigid and nonflexible in managing a care schedule for the ill person.
- D. be firm with the ill person when it is necessary.

____ 3. Which of the following is not an emotional need of a terminally ill person?
- A. skin care.
- B. safety and security.
- C. love.
- D. meaningful relationships.

____ 4. When talking to a terminally ill person and answering questions the elder caregiver should
- A. talk constantly to the ill person.
- B. provide false hope to the ill person.
- C. ignore questions the ill person asks.
- D. be honest with the ill person.

____ 5. Which of the following guidelines should not be followed by the caregiver to ensure that the needs of the terminally ill person's family are met?
- A. Provide emotional support to the family members.
- B. Maintain a concerned attitude toward the family.
- C. Remain with the family and ill person at all times.
- D. Relay the families questions to the supervisor or person in charge.

____ 6. If the terminally ill individual resents the fact of being terminally ill, the individual is in the stage of grief known as
- A. depression.
- B. acceptance.
- C. bargaining.
- D. anger.

______ 7. Which of the following is not a characteristic of a terminally ill person in the acceptance stage of grief?

A. usually tired or weak.
B. temporary shock.
C. not necessarily happy.
D. talks little to visitors.

______ 8. A typical reaction when an individual first learns of their terminal illness is

A. why me?
B. no, not me.
C. my time is very close now and it's all right.
D. yes me, but...

______ 9. Which stage of grief is a very positive step?

A. panic.
B. emotional release.
C. reconciliation.
D. guilt feelings.

______ 10. Which stage of grief has a merciful numbing effect?

A. shock.
B. panic.
C. reconciliation.
D. depression.

CHAPTER 26 TEST

Body Mechanics

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

________ 1. The use of good body mechanics can help do all of the following with the exception of
A. improving body functions.
B. providing safe and effective work methods.
C. building lifting muscles.
D. reducing fatigue.

________ 2. Which of the following is not one of the basic rules of body mechanics?
A. The body works as an uncoordinated unit.
B. Stooping with proper body alignment prevents fatigue.
C. Proper walking habits reduce fatigue and stress.
D. The lining up of the body segments is important.

________ 3. The following are benefits of frequent repositioning with the exception of
A. preventing bedsores.
B. decreasing circulation.
C. providing exercise.
D. preventing muscle deformities.

________ 4. Which muscles should be used as the main force when repositioning a person?
A. back.
B. upper arm.
C. legs.
D. lower arm.

________ 5. When moving a heavy object, the caregiver should
A. use the large, strong muscles of the upper arms.
B. bend the knees.
C. place hands at lightest part of object.
D. hold object loosely.

________ 6. Poor posture is not caused by
A. indifference.
B. poor work habits.
C. proper body alignment.
D. carelessness.

________ 7. When moving heavy objects it is best to
A. slide and push the object.
B. roll, slide, or push the object.
C. push, roll, or walk the object.
D. push and walk the object on edge.

__________ 8. When lifting objects, the caregiver should protect the natural spring of the

A. upper arms.
B. knees.
C. legs.
D. spinal column.

__________ 9. The amount of effort and strain required to move a bedridden person is reduced by the correct use of

A. body weight.
B. body mechanics.
C. body position.
D. body alignment.

__________ 10. In relation to body mechanics, the term alignment means

A. the use of body mechanics.
B. the correct use of body weight.
C. the lining up of the body segments
D. the use of body positioning.

CHAPTER 27 TEST

Planning and Managing Household Tasks

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

________ 1. A good use of the body to get jobs done without fatigue and muscle strain is to
- A. hold objects you are lifting away from your body.
- B. bend to pick up articles on the floor.
- C. use thigh muscles to pick up heavy objects.
- D. keep feet close together when lifting heavy objects.

________ 2. The elder caregiver should organize storage space by
- A. placing items waist high.
- B. placing itens together which are used together.
- C. stacking like items only one row deep and one layer high.
- D. not leaving room at tops or sides of items.

________ 3. In order to simplify work, the elder caregiver should
- A. clean several rooms at a time.
- B. clean a room by starting at the floor level and working up.
- C. dust with short, quick strokes.
- D. assemble all equipment and cleaning supplies to complete tasks.

________ 4. Which of the following is not an advantage of scheduling household work?
- A. Tasks are divided into daily, weekly, and occasional jobs.
- B. All weekly cleaning tasks are done on the same day.
- C. The work does not become drudgery.
- D. The total job is done more thoroughly.

________ 5. Making the beds in a care facility or home environment should be done
- A. daily.
- B. weekly.
- C. monthly.
- D. occasionally.

________ 6. Cleaning windows is considered
- A. a daily task.
- B. a weekly task.
- C. a monthly task.
- D. an occasional task.

CHAPTER 28 TEST

Energy

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

_______ 1. The smart use of energy resources is called
A. conservation.
B. preservation.
C. efficiency.
D. energy saving.

_______ 2. A smart energy-saving idea is to
A. increase the size of the light bulb where bright light is not needed.
B. use a clothes washer with small loads.
C. turn thermostats down on both heating and air conditioning units.
D. use incandescent bulbs instead of fluorescent lights.

_______ 3. Which of the following is not a smart way to conserve water?
A. Turn water off while shaving and brushing teeth.
B. Use the shower instead of the basin for shampooing.
C. Have leaky faucets repaired.
D. Use the dishwasher only when full.

_______ 4. Which of the following is not a factor in determining the operating cost of any piece of electrical equipment?
A. cost of electricity.
B. wattage of the equipment.
C. number of hours it operates.
D. time of day it operates.

_______ 5. The best thermal insulation for holding in body heat is
A. gas heat.
B. electric heat.
C. Btu's.
D. warm clothing.

CHAPTER 29 TEST

Bed Making

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. A skillfully made bed does not provide
- A. a smooth surface.
- B. warmth and comfort.
- C. limited movement.
- D. safety.

__________ 2. The first step in making the unoccupied bed is to
- A. locate and organize supplies.
- B. remove soiled linens.
- C. unfold the linens.
- D. wash hands.

__________ 3. When making the occupied bed, the caregiver should do all of the following with the exception of
- A. keeping room warm and provide privacy for person.
- B. telling person that you plan to change bed linens.
- C. loosening and shaking bed clothes to remove any dirt and dust.
- D. washing hands and locating and arranging supplies in order of use.

__________ 4. The type of corner used for tucking in sheets and blankets is the
- A. tuck corner.
- B. miter corner.
- C. fold corner.
- D. fanfold corner.

__________ 5. Which of the following statements is not true about the signal cord?
- A. The signal cord should be placed in a convenient location for the care provider.
- B. The signal cord should always be in the same location.
- C. The signal cord, for the person with use of one hand, should be in reach of that hand.

__________ 6. Bedsores often occur in elderly persons because they
- A. have dry skin.
- B. frequently use body powder.
- C. frequently use bedpans.
- D. have poor circulation.

______________ 7. The body sites most likely to be involved in bedsores include all of the following with the exception of the

- A. hip joints.
- B. finger joints.
- C. heels.
- D. ankles.

______________ 8. The elder caregiver can help to prevent bedsores on the elderly person in the following ways with the exception of

- A. reporting any reddened, irritated, or sensitive area of the skin to the person in charge.
- B. avoiding using cornstarch on the sheets as it increases friction as the person moves.
- C. keeping the bed clean, dry, and wrinkle free.
- D. removing any hard objects from the bed immediately.

______________ 9. A bed cradle is used to

- A. gently rock a person to sleep.
- B. keep the bedclothes off part or all of a person's body.
- C. hold the bedclothes firmly on a person's body.
- D. prevent a person from falling out of bed.

______________ 10. The bed cradle should not be used

- A. to relieve pain from the weight of the bed covers.
- B. as a form of treatment of fractures, burns, or wounds.
- C. to supply heat to body parts.
- D. to protect the person from cold air.

CHAPTER 30 TEST

Bathing

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. A bath with warm water and soap does not
A. remove dirt and perspiration.
B. decrease circulation.
C. relax tired muscles.
D. provide exercise.

__________ 2. The first part of the body to show age is the
A. skin.
B. hair.
C. teeth.
D. eyes.

__________ 3. Due to changes in the skin of the elderly
A. daily bathing is recommended.
B. morning and evening bathing is essential.
C. daily bathing is not recommended.
D. morning and evening bathing is not recommended.

__________ 4. The most comfortable temperature for bathing is
A. 100° F.
B. 105° F.
C. 115° F.
D. 120° F.

__________ 5. A sitz bath is
A. given to the elderly person who is not ambulatory.
B. recommended if the person has a high fever.
C. recommended if the person has profuse perspiring.
D. a therapeutic type of bath.

__________ 6. The types of baths include
A. complete bed baths and partial bed baths.
B. basin, tub, and showers.
C. complete and partial bed baths and sitz baths.
D. sitz, tub bath and showers.

_______________ 7. Which of the following statements is not true about bedpan use?
A. Bedpan should be offered only when requested.
B. Bedpan should be offered at regular intervals.
C. Caregiver should always respect the privacy of the person.
D. Caregiver must be extremely careful to avoid injuring the person.

_______________ 8. Which of the following is not true of a partial bed bath?
A. A partial bed bath is usually recommended for a high fever.
B. A partial bed bath is usually recommended for profuse perspiring.
C. A partial bed bath is usually given to the elderly person who is not ambulatory.
D. The partial bed bath varies depending on the reasons for the bath.

_______________ 9. All of the following make bathing safer and easier for the elderly with the exception of
A. grab bars and portable type bars.
B. books, magazines, and newspapers.
C. seats, stools, and chairs.
D. bath articles close and clothes close at hand.

_______________ 10. The caregiver can encourage the elderly person to bath by using the following techniques with the exception of
A. respecting the elderly person's habits.
B. arranging the bath articles close at hand.
C. hurrying to keep person from chilling.
D. being patient with the person's needs.

CHAPTER 31 TEST

Grooming

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

______ 1. The practice or condition of preserving health is
A. grooming.
B. hygiene.
C. care.
D. exercise.

______ 2. Which of the following is not true about good hygiene?
A. Good hygiene helps to maintain a positive self-image.
B. Good hygiene helps to build self-confidence.
C. Good hygiene helps to maintain schedule of activities.
D. Good hygiene helps to maintain general health.

______ 3. Oral hygiene is the care of
A. hands and nails.
B. skin and body.
C. gums and nails.
D. teeth and gums.

______ 4. Plaque is
A. a colorless film of bacteria.
B. a type of tooth decay.
C. a filling for teeth.
D. a hard cavity.

______ 5. In adults the major cause of tooth loss is
A. diet.
B. cavities.
C. periodontal disease.
D. plaque.

______ 6. The following should be used for oral hygiene with the exception of
A. rubber gum stimulators, dental floss, and water picks.
B. medium to hard-bristled toothbrushes.
C. lemon juice, glycerine on cotton swabs.
D. warm, mildly salty water mouthwash.

______________ 7. Which of the following is not true about proper nail care?

A. Good nail care prevents infection under the nails.
B. Brittle nails can be softened by soaking in warm water.
C. Fingernails and toenails should be cut following the curve of the finger or toe.
D. Good nail care prevents bacteria build-up under the nail.

______________ 8. When assisting the elderly with nail care, the caregiver should

A. avoid cutting the nails of a diabetic.
B. cut toenails and fingernails in a curve.
C. realize small nicks from cutting nails heals quickly.
D. paint nail polish on the nails when asked by the elderly person.

______________ 9. The benefits from brushing the hair include all of the following with the exception of

A. spreading natural oils from the scalp.
B. decreasing the circulation of blood in the scalp.
C. removing dirt from the hair.
D. eliminating the problem of dull, lifeless, or matted hair.

______________ 10. Heredity, scalp infections, fatigue, severe illness, or emotional strain may cause

A. ingrown toenails.
B. periodontal disease.
C. brittle fingernails.
D. hair thinning.

CHAPTER 32 TEST

Dressing Assistance and Self-help Dressing Aids

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

__________ 1. Clothing adaptations should include the following features with the exception of
A. enabling the elderly to be more dependent in dressing.
B. adding to the person's comfort.
C. making it easier to dress and undress.
D. adding to the person's mobility.

__________ 2. Fasteners can be adapted for the elderly by using the following methods except for
A. using Velcro to replace zippers, hooks, and eyes.
B. changing front closures to a back opening.
C. using larger buttons and enlarged buttonholes to replace small ones.
D. reattaching buttons with thread shanks.

__________ 3. When a garment fits too tightly
A. the garment should not be worn.
B. a size larger should be purchased.
C. the person should lose weight.
D. the seams can often be let out.

__________ 4. When the fabric in specific areas of the garment is scratchy the elderly person should
A. discard the garment because it's uncomfortable.
B. wear the garment because it's in the wardrobe.
C. try lining the scratchy area of the garment with soft fabric.
D. buy a similar styled garment in another fabric.

__________ 5. Dressing and undressing can be a very burdensome task for the elderly due to
A. limited time.
B. physical limitations.
C. social reasons.
D. mental stress.

__________ 6. Self-help aids include all of the following advantages with the exception of
A. being time consuming.
B. being inexpensive.
C. building self-confidence.
D. being easy to make.

_______________ 7. Which of the following would be most helpful in pulling on or pushing off clothing if range is restricted?
A. buttonhook.
B. long shoehorn.
C. bootjack.
D. dressing stick.

_______________ 8. The purpose of a sleeve anchor is
A. to aid in pulling on or pushing off clothing.
B. to facilitate buttoning sleeves.
C. to keep jacket sleeve from crawling up when pushing arm into coat.
D. to support a coat so that the shoulders are relieved of the weight when putting it on.

_______________ 9. Good ankle range is necessary in order to satisfactorily use the
A. long shoehorn.
B. dressing stick.
C. bootjack.
D. sock sticks.

_______________ 10. Homemade dressing aids are important to the elderly for all of the following reasons with the exception of
A. easing the task of dressing.
B. helping them feel more independent.
C. fitting their budget more than purchased aids.
D. increasing their dependence on the caregiver.

CHAPTER 33 TEST

The Caregiver: A Special Role

Directions: For each item below, place the letter of the best answer in the blank to the left of the item.

____________ 1. All the following are examples of developmental tasks of later maturity except:
A. Maintaining identity and social status.
B. Preparing for an economic career.
C. Adjusting to revised work roles.
D. Establishing new roles in the family.

____________ 2. Persons considered to be part of the *sandwich generation* are generally:
A. 12-15 years old
B. 20-25 years old
C. 40-45 years old
D. 55-60 years old

____________ 3. "Use your walker. Then you can walk by yourself whenever you want to." Saying this to an elderly person is an example of what response style?
A. Advice giving / ordering
B. Ridiculing / criticizing
C. Reflecting / clarifying
D. moralizing / lecturing

____________ 4. When a caregiver and an elderly person are conversing at a normal voice level and standing one arm's length apart, they are probably engaging in what type of contact?
A. Intimate
B. Personal
C. Social
D. Public

____________ 5. Active listening can do all of the following except:
A. Clarify misunderstandings.
B. Promote self-understanding.
C. Allow persons to feel cared for.
D. Solve built-up relationship problems.

____________ 6. How can crisis situations be prevented?
A. Decrease pressure and increase support.
B. Increase physical activity and responsibility.
C. Decrease social activities and religious involvement.
D. Increase pressure and support.

____________ 7. Which stress related emotion is common among caregivers?
A. Frustration
B. Homesickness
C. Fear
D. Embarrassment

__________ 8. Active listening does not include:
- A. Accepting what the person is saying or feeling.
- B. Giving good reasons why the person should not feel bad, depressed, sad...
- C. Clarifying what you think the person is saying or feeling.
- D. Probe for the person's own clarification of the situation.

__________ 9. What is not a sign of stress?
- A. Inability to sleep
- B. Becoming forgetful
- C. Overspending
- D. Laughing

__________ 10. What is a physical sign of stress?
- A. Inability to do one thing at a time.
- B. Fear of failure.
- C. Inability to think clearly.
- D. Increased heart rate.

__________ 11. Which of the following does not provide support to caregivers of elderly persons?
- A. Alzheimer's Disease and Related Disorders Association
- B. Service Corps of Retired Executives
- C. Area Agency on Aging
- D. Friends and relatives

Chapter Test Answers

CHAPTER TEST ANSWER KEYS

CHAPTER 1 TEST

1. C
2. A
3. D
4. B
5. C
6. A
7. D
8. B
9. D
10. C
11. C

CHAPTER 2 TEST

1. A
2. A
3. A
4. D
5. C
6. C
7. B
8. A
9. B
10. D

CHAPTER 3 TEST

1. A
2. D
3. B
4. B
5. C
6. D
7. C
8. B
9. D
10. A

CHAPTER 4 TEST

1. C
2. A
3. D
4. B
5. A
6. D
7. C
8. B
9. C
10. D

CHAPTER 5 TEST

1. B
2. A
3. C
4. D
5. A
6. C
7. B
8. D
9. C
10. D

CHAPTER 6 TEST

1. C
2. B
3. D
4. C
5. B
6. A
7. C
8. B
9. A
10. B
11. C

CHAPTER 7 TEST

1. B
2. C
3. D
4. A
5. B
6. D
7. C
8. A
9. C
10. C

CHAPTER 8 TEST

1. C
2. C
3. D
4. B
5. B
6. D
7. C
8. C
9. B
10. A
11. B

CHAPTER 9 TEST

1. D
2. C
3. B
4. C
5. C
6. D
7. C
8. C
9. B
10. C
11. A
12. B
13. D

CHAPTER 10 TEST

1. C
2. A
3. C

CHAPTER 11 TEST

1. A
2. A
3. C
4, B
5. C
6. D
7. B
8. A

CHAPTER 12 TEST

1. B
2. A
3. D
4. C
5. A
6. D
7. C
8. C
9. B
10. A

CHAPTER 13 TEST

1. D
2. C
3. D
4. C
5. B
6. C
7. B
8. C
9. A
10. B
11. C

CHAPTER 14 TEST

1. D
2. A
3. C
4. B
5. A
6. B
7. D
8. B
9. C
10. A

CHAPTER 15 TEST

1. C
2. C
3. A
4. A
5. B
6. D
7. B
8. A
9. D
10. C
11. B

CHAPTER 16 TEST

1. A
2. C
3. D
4. B
5. B
6. A
7. D
8. C
9. D
10. C

CHAPTER 17 TEST

1. B
2. B
3. A
4. C
5. D
6. C
7. A
8. C
9. A

CHAPTER 18 TEST

1. C
2. B
3. B
4. C
5. D
6. B
7. C
8. B
9. D
10. A

CHAPTER 19 TEST

1. C
2. D
3. D
4. B
5. A
6. C
7. B
8. D
9. B

CHAPTER 20 TEST

1. C
2. B
3. D
4. C
5. D
6. A
7. C
8. B

CHAPTER 21 TESTS

1. C
2. A
3. B
4. D
5. C
6. B
7. B
8. A
9. C
10. B

CHAPTER 22 TEST

1. A
2. B
3. D
4. A
5. C
6. D
7. D
8. D

CHAPTER 23 TEST

1. C
2. B
3. A
4. C
5. D
6. B
7. A
8. D
9. A

CHAPTER 24 TEST

1. B
2. D
3. B
4. A
5. B
6. A
7. C
8. D
9. A
10. D

CHAPTER 25 TEST

1. B
2. D
3. A
4. D
5. C
6. D
7. B
8. B
9. C
10. A

CHAPTER 26 TEST

1. C
2. A
3. B
4. C
5. B
6. C
7. B
8. D
9. A
10. C

CHAPTER 27 TEST

1. C
2. B
3. D
4. B
5. A
6. D

CHAPTER 28 TEST

1. A
2. C
3. B
4. D
5. D

CHAPTER 29 TEST

1. C
2. D
3. C
4. B
5. A
6. D
7. B
8. B
9. B
10. D

CHAPTER 30 TEST

1. B
2. A
3. C
4. B
5. D
6. C
7. A
8. C
9. B
10. C

CHAPTER 31 TEST

1. B
2. C
3. D
4. A
5. C
6. B
7. C
8. A
9. B
10. D

CHAPTER 32 TEST

1. A
2. B
3. D
4. C
5. B
6. A
7. D
8. C
9. D
10. C

CHAPTER 33 TEST

1. B
2. C
3. A
4. C
5. D
6. A
7. A
8. B
9. D
10. D
11. B

Activity Book Answers

ACTIVITY 1-3

A.
1. True
2. False
3. True
4. True

B.
1. decreasing mortality rate
2. declining fertility rate

ACTIVITY 1-4

1. C
2. B
3. A
4. B
5. C
6. A

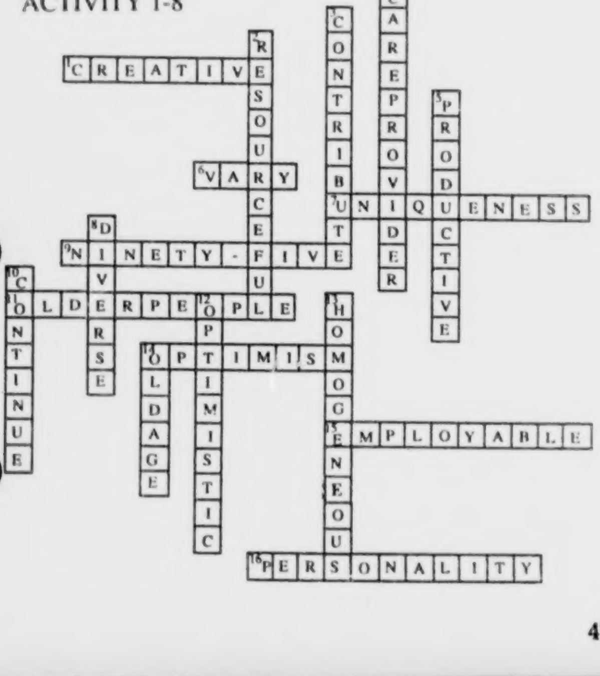
ACTIVITY 1-6

1. Older population
2. Elderly
3. Aged
4. Very old

ACTIVITY 1-7

1. False
2. False
3. True
4. True
5. False
6. False
7. False
8. True
9. True
10. True
11. True
12. False

ACTIVITY 1-8



ACTIVITY 1-9

1. ethnic
2. minority group
3. minority
4. religious faith
5. history
6. stereotypes
7. subculture
8. isolated
9. elderly
10. care provider

ACTIVITY 1-10

1. useful
2. obtain employment
3. freedom from want
4. fair share
5. decent housing
6. moral and financial support
7. live independently
8. dignity
9. knowledge

ACTIVITY 2-3

1. F
2. C
3. D
4. B
5. E
6. A

ACTIVITY 2-5

1. availability of resources, follow-up services, and assistance to area agencies on aging.
2. United Way and City, County, or State Welfare and Health Departments.

ACTIVITY 2-6

1. Friendly Visitor Service
2. Telephone Reassurance

ACTIVITY 2-7

1. B
2. C
3. C
4. D
5. A

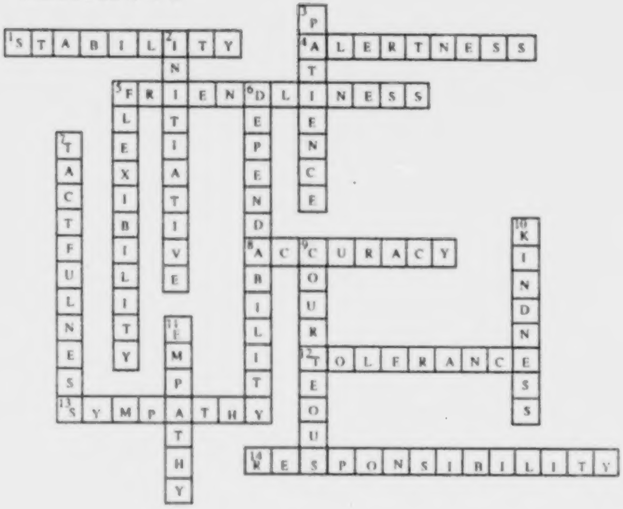
ACTIVITY 2-8

1. A
2. D
3. C
4. B
5. A
6. B
7. D
8. C
9. D
10. C

ACTIVITY 4-2

1. Good posture: maintaining correct posture in walking, standing, and sitting.
2. Sleep and rest: adequate rest and sleep are necessary for the care provider to be alert on the job.
3. Nutrition: a well-balanced diet is important to remain healthy.
4. Exercise: regular exercise relieves daily tensions and stimulates a healthy attitude.
5. Personal Hygiene: it is important to be clean and neatly dressed.

ACTIVITY 4-3



ACTIVITY 4-5

1. Sense of humor
2. Self-confidence
3. Genuine interest in people
4. Sensitivity to aging
5. Confidentiality
6. Communication skills

ACTIVITY 4-6

1. promptness and attendance
2. good use of work time
3. use of proper language
4. confidential information
5. hand washing

ACTIVITY 4-7

1. Eliminate unnecessary steps.
2. Select the correct tools and supplies.
3. Maintain good posture.
4. Concentrate on the task.
5. Clean up as a task is completed.
6. Return tools and supplies to their proper place.
7. Make use of return trips.
8. Store items frequently used where they are easily reached.

ACTIVITY 5-3

1. Diet
2. Health Care
3. Exercise
4. Stress
5. Mental Attitudes
6. Disease
7. Environmental Conditions

ACTIVITY 5-4

1. Agree
2. Disagree: Body maintenance generally becomes more difficult with age.
3. Agree
4. Agree
5. Agree
6. Disagree: Various glands change and cause poor digestion. Diet and exercise will help this problem.
7. Agree
8. Disagree: With age, body stature begins to shrink, bones become brittle, and joints stiffen.
9. Agree
10. Disagree: Vision becomes less acute, hearing lessens, taste dulls, smell weakens, and touch sensations decrease.
11. Agree

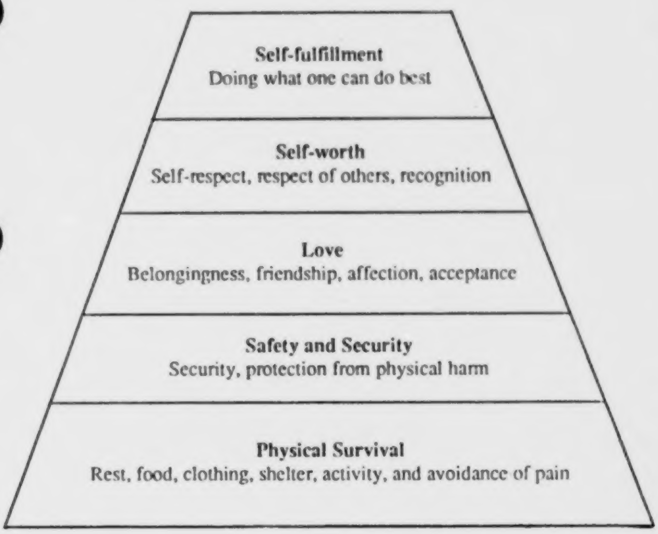
ACTIVITY 5-5

1. M
2. A
3. D
4. L
5. I
6. B
7. F
8. K
9. C
10. H
11. E
12. J
13. G

ACTIVITY 5-6

1. B
2. B
3. A
4. B
5. B
6. A

ACTIVITY 6-2


Self-fulfillment
Doing what one can do best
Self-worth
Self-respect, respect of others, recognition
Love
Belongingness, friendship, affection, acceptance
Safety and Security
Security, protection from physical harm
Physical Survival
Rest, food, clothing, shelter, activity, and avoidance of pain

ACTIVITY 6-4

1. A. Sit with the older person and listen carefully to them. The mere presence of a person can reduce anxiety.
   B. Touch, holding the older person's hand and physical closeness can be reassuring.
2. A. Establish a good one-on-one relationship.
   B. Provide an opportunity to join a group.
   C. Offer sincere compliments to the older individual.
   D. Display sincere interest in the older person and in his/her interests.
   E. Seek the older individual's counsel or advice.
   F. Comment on performances (past ones if present ones are not easily remembered).
   G. Assist in the expression of anger if it exists.
   H. Share guilt feelings.
3. The care provider can help the elderly with reactions to grief by:
   A. Encourage elderly grieving patients to cry.
   B. Help them share their guilt feelings.
   C. Encourage them to talk about their feelings of anger and hostility.
4. The care provider can help the elderly person feel emotionally safe and secure by:
   A. Help an elderly person stick to developed schedule for eating, resting, activities, and grooming.
   B. Keep promises to do things or activities.
   C. Arrange such things as drawers or table tops as the person is used to having them arranged.
   D. Give plenty of notice when an older person is to be moved or taken somewhere.
5. A care provider can help elderly persons feel loved by:
   A. Help them as if they belong.
   B. Allow older persons to give to you and others.
   C. Provide some physical contact.
   D. Encourage new activities and meeting people.
   E. Help make the rooms of older persons their own with familiar belongings.
6. A care provider can help elderly persons feel worthwhile by:
   A. Encourage the elderly person to be as independent as possible.
   B. Avoid treating older person like a child.
   C. Listen and be open to opinions and suggestions made by the older person.
   D. Give acknowledgement or credit for past accomplishments.
   E. Encourage activities that involve volunteer work.
7. The care provider can best encourage and promote self-fulfillment in the older person by:
   A. Encourage continued learning.
   B. Help older persons discover their strengths.
   C. Be open to discussions about the past and the meaning of life.

ACTIVITY 6-5

1. B
2. D
3. A
4. F
5. C
6. E

ACTIVITY 6-6

1. B
2. D
3. C
4. A
5. D
6. B
7. A
8. C

ACTIVITY 6-7

1. A. Convey positive feelings that the person is cared for, loved, and valued.
   B. Reassure the person that feelings of stress and depressing thoughts are normal during a loss.
   C. Encourage the person to express their feelings and thoughts.

ACTIVITY 7-2

1. Disorder: Organic
Description: Organic disorders have a physical cause and are also known as organic brain syndromes.
Treatment(s): Some organic disorders are reversible and are often successfully treated. Others such as stroke or disease which result in permanent damage to the brain, may be treated according to individual symptoms, but cannot be reversed.
2. Disorder: Functional
Description: Functional disorders are usually related to one's personality and life experiences.
Treatment(s): These disorders are treatable or controlled through therapy and medications, but are generally not reversible.

ACTIVITY 7-3

1. mildly confused
2. very confused
3. very confused
4. very confused
5. mildly confused
6. mildly confused
7. very confused
8. mildly confused
9. very confused
10. mildly confused

ACTIVITY 7-4

1. inadequate nutrition
2. illness
3. heredity
4. disease
5. alcohol
6. isolation
7. improper use of medication

ACTIVITY 7-5

1. Short-term Memory–Ability to retain information from a second to a few minutes.
2. Long-term Memory–Also known as secondary memory, is defined as retention from ten to twenty minutes.
3. Very Long-term Memory–Includes memories from distant past to recent events.

ACTIVITY 7-7

1. True
2. False
3. True
4. True
5. True
6. True
7. False
8. False
9. True
10. True

ACTIVITY 8-2

1. A
2. D
3. D
4. A
5. D
6. A
7. D
8. D
9. A
10. D
11. A
12. A

ACTIVITY 8-3

1. True
2. True
3. False
4. False
5. False
6. True
7. True
8. True
9. False
10. True

ACTIVITY 8-4

Examples: Friendships, organizational memberships, religious involvement, political involvement

ACTIVITY 8-5

1. organizations
2. volunteer programs
3. community projects
4. religious organizations
5. political involvement

The elder care provider can often help an elderly person by encouraging involvement in new activities.

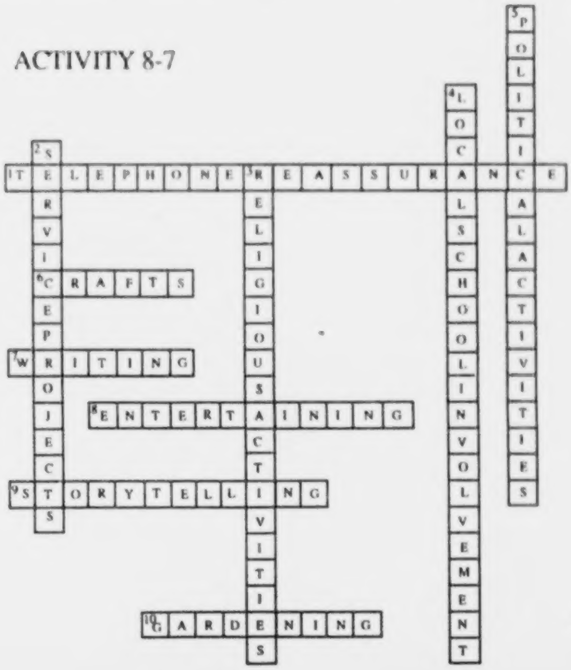
ACTIVITY 8-6

1. **Friendships** - Many times friends are considered to be less important than relatives, but because of the nature of friendships many older people value the relationship of friends more than their relatives. Older people tend to have friends who have similar interests and values. They often meet them in community centers, their neighborhood, or church. Friends can be a source of emotional support, information, and entertainment which help to contribute to belongingness and meaningfulness. Friendships are especially important for older people because they can help cushion the loss of loved ones, physical deterioration, and other stresses of old age.

ACTIVITY 8-6

2. **Organizational Memberships** - Many older people receive a great deal of personal satisfaction, a sense of identity, and status from belonging to formal organizations. The business or work related organizations that older people were involved in before retirement usually become less important in later life and social organizations become more important. Many healthy, outgoing people remain actively involved well into their 70's, 80's, and 90's.
3. **Religious Involvement** - Studies have shown that there is a larger percentage of older people involved in religious organizations and prayer and scripture reading than younger people. As people grow older their church attendance usually increases. Since many of today's elderly grew up at a time when families stressed religion, it has remained an important part of their lives and they receive great comfort from it. Many elderly also remain involved in religious commitments and activities because it gives them a sense of belonging.
4. **Political Involvement** - Over 6 million older Americans belong to local, state, and national organizations. It is their way of responding to the challenge of fighting back against their public image and exploitation as well as fulfilling a need for companionship with a purpose. Listed below are the major political action groups to which more elderly become involved:
5. **AARP** - American Association of Retired Persons
6. **NCSC** - National Council of Senior Citizens
7. **Gray Panthers**
8. **ISCA** - International Senior Citizens Association
9. **NASC** - National Alliance of Senior Citizens
10. **NCBA** - National Caucus on the Black Aged

ACTIVITY 8-7



ACTIVITY 8-8

1. True
2. True
3. False Involvement in community service projects can replace roles the elderly person has lost, can keep the person's spirit young and mentality alive, and can provide new friendships.
4. False Over 6 million older people are involved to defend their public image and exploitation and to fulfill their need for companionship and purpose.
5. True
6. False Devotions and prayers are a major part of many older people's lives.
7. True
8. False If the older person is unable to write letters, the care provider can write as the person dictates or the care provider can provide a tape recorder for a vocal letter.
9. True
10. True

ACTIVITY 9-3

- Expenses of present home are not a strain on their budget, and they can meet them in the future. They don't expect the property taxes to increase drastically in their neighborhood. The house does not require expensive maintenance and the utility bills are reasonable.
- Or if they rent, they don't expect the rent they are paying to increase beyond their ability to pay.
- The climate in the present location is good.
- The neighborhood provides social and cultural activities in which they are interested.
- They are near shopping centers, their place of worship, and recreational activities in which they are interested.
- They are near their doctors and medical facilities, as well as, other professional services they use or need.
- The neighborhood is well-maintained and not likely to deteriorate.
- They have friends nearby and the neighborhood is quiet, pleasant , and friendly.
- Their present housing expenses are excessive and will further increase.
- The house is difficult and expensive to maintain. The house is too large and takes too much work to keep clean. It costs too much to heat or cool and the yard requires too much upkeep.
- The house is inconvenient. There are too many stairs to climb. The bathroom, laundry, and storage areas are poorly located.

ACTIVITY 9-3

- The weather is too severe and keeps them indoors too often.
- The neighborhood is deteriorating.
- There is too much noise.
- They live too far away from shopping centers, places of worship, and recreational facilities.
- They live too far away from doctor or medical facilities. Emergency help is not readily available.
- The neighborhood does not provide opportunities for the activities that interest them.
- Their children and friends have moved away and they want to be closer for companionship.

ACTIVITY 9-4

1. B
2. D
3. C
4. A
5. D
6. C
7. B
8. A

ACTIVITY 9-5

HOUSING	ADVANTAGE	DISADVANTAGE
1. Retirement village	Totally independent lifestyle in an organized setting Security Recreational and social activities Peer mixing	More expensive than regular apartments or other units in the community
2. Condominium	Own their housing, have recreational and exercise facilities and no maintenance	Restrictive rules
3. Cooperative	Can build up equity in their accommodations and have no maintenance	Proportionate share of expenses to be paid includes salaries for the manager and personnel, besides maintenance and taxes
4. Shared housing	Expenses are significantly reduced	Must share responsibilities and finances with other people
5. Mobile homes	Affordability	Difficult to finance
6. Low-income housing	Provides for special needs of the elderly	Must meet eligibility requirements
7. ECHO housing	Permits closeness to individuals who can help them without sacrificing self-reliance	Difficult to finance because they are considered manufactured housing.
8. Nursing homes	Gives protective, personal, and custodial care to the elderly who are dependent but still function at a good level	Quality of nursing homes varies greatly and ranges from private skilled to nonskilled
9. Living with relatives	Interpersonal relationships can grow when they can share in tasks and also have opportunities to function independently	Older persons often feel like they are intruding

ACTIVITY 9-6

1. colors and textures
2. Glare
3. lighting
4. glass, windows
5. sliding doors and lever handles
6. Nonslip
7. Doors and passageways
8. Single-story or ground floor
9. Garden plots, porches, or balconies
10. Commodes
11. Showers
12. grab bars
13. Washable
14. Electrical outlets
15. Shelves

ACTIVITY 10-4

1. B, L
2. K
3. A
4. E, F
5. C
6. G, I, H
7. A, D, J

ACTIVITY 11-2

1. True
2. False
3. True
4. False
5. False
6. True

ACTIVITY 11-3

1. list items
2. coupons
3. money used
4. serving pound
5. brands sizes
6. 15%
7. time
8. crowded
9. purchases
10. raincheck

ACTIVITY 11-4

1. 1oz. of cereal
2. With 1/2 cup skim milk 140
   Without skim milk 100
3. 15 1/2
4. With skim milk 6 grams
   Without skim milk 2 grams
5. no

ACTIVITY 11-4

6. With skim milk 29
Without skim milk 23
7. 75 mg
8.

Vitamin A	15
Vitamin C	*
Zinc	10
Copper	6
Iron	10
Riboflavin	25
Vitamin D-3	10
Vitamin B-12	25

9. Does this product contain BHT? yes
If so, why? To proect freshness
10. Is nutritional labeling mandatory? yes

ACTIVITY 11-5

A. Calculate the unit price of 1 gallon of milk:
4 quarts = 1 gallon

```
    .52
 4/2.09
   20       Unit price = $0.52
     9
     8
     1
```

B. Explain which of the two sizes is the better buy. Give support for your answer.
<u>$2.09 is the better buy rather than buying 4 quarts at $0.99 each.</u>

ACTIVITY 11-6

1. YES
2. NO
3. YES
4. YES
5. YES
6. NO
7. YES
8. YES
9. NO
10. YES

ACTIVITY 12-2

1. Aches and pains of older people.
2. Their need for extra income.
3. Vanishing hopes for a retirement home in the land of warmth and sun.
4. Their gratitude for attention.

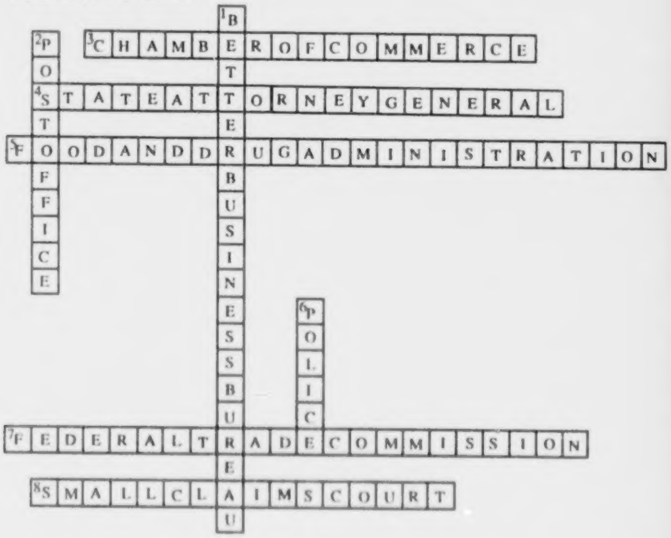
ACTIVITY 12-3

1. A
2. F
3. B
4. G
5. C
6. I
7. D
8. J
9. H
10. E

ACTIVITY 12-4

1. cure
2. something nothing
3. Case histories testimonials
4. savings
5. lawyer real estate agent

ACTIVITY 12-6



ACTIVITY 13-3

1. False
2. True
3. True
4. False
5. True
6. True
7. True
8. False
9. True
10. True

ACTIVITY 13-4

1. desirable
2. fabric
3. wardrobe colors accessories
4. strain abrasion comfortable
5. fasteners
6. type, location, size
7. larger easier manage
8. Velcro
9. magnetic slip-on lace-ups
10. Design
11. easier difficult
12. comfort
13. Safety cost
14. clothing
15. durable, well-made

ACTIVITY 13-5

1. Read care label.
2. Sort clothes.
3. Mend clothes.
4. Pretreat stains.
5. Select appropriate washing temperatures.
6. Select laundry products.
7. Wash clothes.

ACTIVITY 14-2

1. True
2. True
3. False
4. True
5. False
6. True
7. False
8. True
9. False
10. False
11. True
12. False
13. False
14. False

ACTIVITY 14-4

1. health
2. utilization
3. respiratory
4. infection
5. calcium
6. Osteoporosis
7. insufficient
8. obesity
9. failure

Summary Sentence: Good nutrition aids in preventing dietary deficiencies and diseases.

ACTIVITY 15-3

1. False Cycle menus are carefully planned menus that often cover a period of one to four weeks.
2. False Once the cycle period has been completed, it may be repeated again to save time and money.
3. True
4. False The menus should be checked daily to see if any changes are needed.
5. True
6. False The first step in developing cycle menus is to decide on the length of the cycle.
7. False Cycle menus that are too short mean that menus are repeated too often and become monotonous.
8. False Cycle menus may be used for both regular and modified diets.
9. True

ACTIVITY 15-4

Thursday
Apple Cereal and eggs Biscuits Milk/coffee
Roast turkey with dressing Green beans Fruit salad Hot roll Pumpkin pie Iced tea
Baked chicken Tossed salad Hot roll Peach cobbler Milk Apple juice

ACTIVITY 15-6

1. D
2. C
3. D
4. A
5. C
6. B
7. D
8. A
9. C
10. B

ACTIVITY 15-7

Nutrient	Method of Preparation
Water-soluble Vitamins	Cook foods and vegetables in very little water, avoid adding soda to green vegetables, cook and serve as quickly as possible
Fat	Cooking has little effect except at very high temperatures
Carbohydrates	Dissolve sugars in water, save water used to cook fruits and vegetables to prevent loss of carbohydrates
Fat-soluble Vitamins	Not destroyed by heat and do not dissolve in water
Protein	Cook at low heat until just done
Minerals	Cook vegetables in small amount of water and are soluble in water

ACTIVITY 16-2

1. The care provider should assist the elderly man by placing a hand on top of his hand for the needed support.
2. The care provider should have checked that each person had everything they needed and also should have confirmed that the napkin was in place in the woman's lap.
3. The care provider should quickly encircle the waist of the person to help give the needed support.
4. The care provider should wipe it up immediately, drawing as little attention as possible to the accident.
5. The care provider should give assistance when necessary but it is important that the care provider encourage elderly persons to do as much for themselves as possible.

ACTIVITY 16-3

1. True
2. False It is the care provider's responsibility to see if elderly persons need assistance with washing their hands.
3. False The care provider will need to raise the head of the person confined in bed.
4. True
5. True
6. False The care provider should always check and make sure the elderly person can tolerate a move and that it is permitted.
7. True
8. False The care provider should place the signal cord in the elderly person's reach.

ACTIVITY 16-4

1. Agree
2. Agree
3. Disagree It is the care provider's responsibility to assist with cutting meat, buttering meat, pouring tea, etc.
4. Disagree The care provider should never rush a person.
5. Agree

ACTIVITY 16-5

1. tray
2. report
3. hands face
4. wheelchair bed
5. standing sitting
6. comfortable
7. signal cord

ACTIVITY 16-7

1. 4
2. 8
3. 1
4. 6
5. 9
6. 5
7. 2
8. 10
9. 3
10. 7

ACTIVITY 16-8

1. E
2. A
3. C
4. B
5. B
6. D
7. F

ACTIVITY 17-3

1. True
2. True
3. False It should have three basic parts – warm-up, exercise, and cool-down.
4. False Mild calisthenics are a good way for a person to start an exercise program.
5. False It is wise to have the exercise program approved by a physician.

ACTIVITY 17-4

1. encourage
2. approved
3. care provider
4. music
5. television
6. stairs elevator
7. active
8. opportunities
9. walking jogging
10. equipment attire

ACTIVITY 18-2

1. busy work boredom
2. growth
3. self-awareness dignity
4. adventure, companionship, creativity, and learning, as well as participation, recreation, relaxation, self-expression, recognition, and solitude
5. enjoyable stimulating strenuous
6. diversity anxiety stress

ACTIVITY 18-4

1. False Collecting hobbies are extremely amusing to the elderly; they enjoy them.
2. True
3. False Jigsaw puzzles and video games are favorites of most elderly people.
4. False Writing is a very good activity for elderly persons; they often find it interesting to write down memories.
5. True
6. True
7. False Some elderly persons may have an interest in art and should be encouraged to pursue the work.
8. True
9. False Some books are written in braille and also many books are available on cassette tapes and records.
10. False Not all pets are expensive, and pets such as fish or birds take little space and time.
11. False Gardening is sometimes strenuous when outdoors, but indoor gardening is a good way to bring the outdoor inside and is much less strenuous.
12. True

ACTIVITY 18-5

1. Cara should keep in mind the amount of time the project will take and that some elderly persons like several short projects, while others like one that will take more time and effort.
2. Leianne should keep in mind the skills and interests of the individual, the costs of supplies, and if classes or lessons will be necessary. She should also know whether or not the person's budget can include such expenditures.
3. It is the care provider's responsibility to see that all equipment and needed items are readily available.

ACTIVITY 18-5

4. Advise Karl to gather all possible information from friends and relatives, sort through family papers, Bibles, letters and diaries, check church records, birth and death certificates, and contact public libraries.
5. The care provider can locate books and bring them to Rebecca. The care provider should note when the books are due and make sure they are rechecked or returned to the library before they are overdue.

ACTIVITY 19-3

1. adult education courses extension courses
2. weekend scholars mini-courses audit
3. clubs
4. retirement homes
5. YMCA YWCA adult education
6. clubs , organizations , day centers
7. voluntary organizations mail
8. Schools, libraries, museums, churches, and parks
9. Library Service Construction Act Amendments of 1984
10. Religion

ACTIVITY 19-4

1. False
2. True
3. True
4. False
5. True
6. True
7. False
8. False
9. True
10. True

ACTIVITY 20-2

1. G
2. J
3. D
4. B
5. H
6. F
7. A
8. C
9. I
10. E

ACTIVITY 20-3

1. False Linen is subject to contamination whether in private home or care facility.
2. False The handling of linen is crucial phase of infection control because soiled linen is a source of bacterial contamination.
3. True
4. True
5. True

ACTIVITY 20-4

1. heat sanitizing
2. clean rinsed
3. Sanitation
4. chemical
5. one minute

ACTIVITY 20-5

1. DO
2. DO
3. DON'T
4. DO
5. DON'T

ACTIVITY 20-6

1. She should make sure that all food is stored properly, and she should also promptly clean up any food that might have been spilled.
2. (1) Keep all windows and doors shut, (2) maintain proper sanitation and housekeeping inside and outside of the establishment, (3) eliminate the presence of rodents, and (4) clean garbage cans and keep them covered.
3. Christy should allow professional pest control people handle the extermination or repelling.
4. I should report to my supervisor or the person in charge immediately.

ACTIVITY 21-2

1. Yi-Lun should remember to never place or store chemical products within the reach of children or pets.
2. Johnny should check to see if the fuse is blown out and replace it immediately so that there is no chance of starting a fire.
3. Mary should always wash knives separately from everything else.
4. A rubber mat, folded bath towel, or textured strips could have been placed in the bottom of the bathtub.
5. Lamps or light switches should be located within reach of bed. Night lights would also be helpful.
6. Todd should install lights at the top and bottom of the stairs, make sure that the handrails are securely fastened to the wall, make sure that the carpet is firmly attached to all of the steps, and make sure that the kids do not leave toys or objects on the stairs.
7. Because if fire should break out elsewhere in the house, the closed door may keep flames, gases, or smoke away long enough for rescue.
8. Become familiar with escape routes, plan out an escape route from the room or floor, work out an alternate plan, and practice using the escape routes.
9. The electric blanket should be used according to the manufacture's directions. The sides of the electric blanket should not be tucked in. Additional coverings should not be placed on top of the electric blanket.
10. Wipe up all spills immediately because even a little water, a little lettuce, or a grease spot can cause a foot to slip.

ACTIVITY 21-3

1. falls
2. clothing gloves
3. rugs nonskid
4. convenient reach
5. walking

ACTIVITY 21-5

1. E
2. B
3. D
4. A
5. A, C
6. D
7. A
8. E
9. D
10. A, C

ACTIVITY 22-3

1. C
2. A
3. C
4. B
5. B
6. A
7. C
8. B
9. B
10. A, B, C

ACTIVITY 22-4

1. Mrs. Gomez should always take the amount of drug prescribed by the doctor ; she should ask her pharmacist to replace the childproof caps with easier-to-open lids.
2. No, an individual should never take drugs prescribed for someone else. Instructions on medications should be followed very carefully.
3. Doylene should always discard medications with old expiration dates because the medication may not be effective and also the illness may be different.
4. Mr. Blakely should be careful in mixing certain drugs with certain foods. Some mixtures can cause side effects or completely reduce absorption and allow infection to continue.

ACTIVITY 22-5

1. A
2. B
3. B
4. A
5. B
6. A
7. A
8. B
9. A
10. B

ACTIVITY 23-2

1. C
2. A, B, C, D
3. D
4. B
5. C
6. A, B, C, D
7. A
8. D
9. C
10. A, B, C, D

ACTIVITY 23-3

1. Agree
2. Disagree
3. Disagree
4. Agree
5. Agree
6. Disagree
7. Agree
8. Disagree
9. Disagree
10. Agree

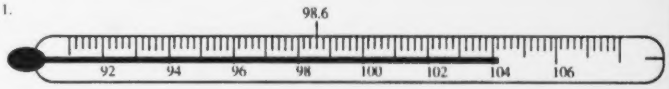
ACTIVITY 23-4

1. supplies
2. hands
3. soap water
4. 95°
5. mouth, anus, armpit
6. three to five minutes
7. mercury digital
8. written
9. wash rinse
10. case container

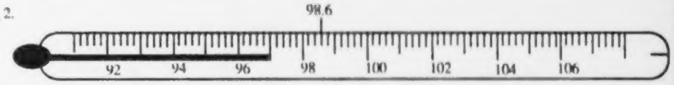
ACTIVITY 23-5

A.

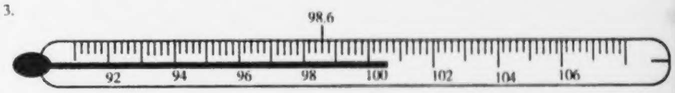
104.2° 1.



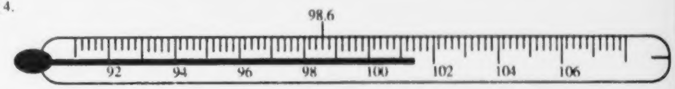
97.0° 2.



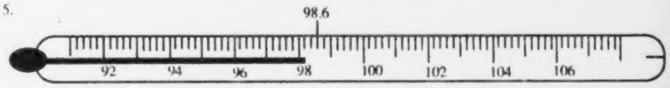
100.6° 3.



101.4° 4.

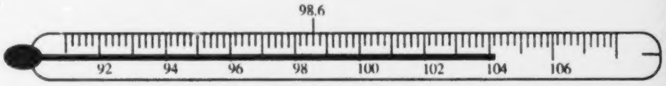


98.2° 5.

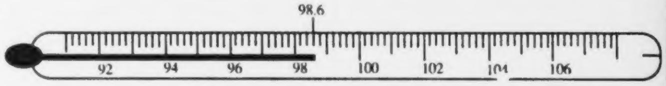


B.

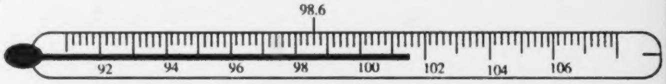
1. 104.2°F



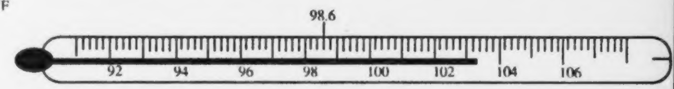
2. 98.6°F



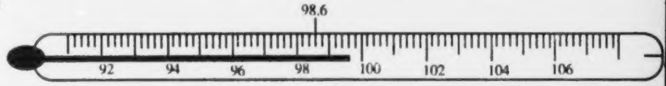
3. 101.5°F



4. 103.3°F



5. 99.6°F



ACTIVITY 23-6

1. (1) Place finger on the radial artery (inner wrist behind thumb). Record the pulse and any other observations.
   (2) Count the rate of pulse for a full minute.
   (3) Record the pulse and any other observations.
2. Use a watch with a second hand so the pulse can be counted for a full minute.
3. (1) weak
   (2) strong
   (3) thready
   (4) irregular
   (5) fluttering

ACTIVITY 23-7

1. Hold the individual's wrist as if you are monitoring the pulse.
2. Begin counting the individual's respiration (one rise and fall count as one respiration) by noting the position of the second hand on the watch when the chest rises as the individual breathes in. Continue counting as the chest rises for a full minute to get the number of respirations to record. You can also count the individual's respiration for 30 seconds. Multiply the number you counted by two to get the respirations per minute to record.
3. Record the rate and any unusual observations.

ACTIVITY 24-3

1. G
2. B
3. N
4. K, L
5. C
6. D
7. J
8. F
9. I
10. M
11. H
12. A, E

ACTIVITY 24-4

1. outside inside
2. cleanse dry
3. pressure
4. Elevate
5. puncture bleeding
6. clothing
7. treatment
8. doctor
9. cold water
10. dry sterile
11. cold water
12. smelling salts
13. move
14. over heat

ACTIVITY 24-4

15. Heimlich Maneuver
16. label
17. milk water
18. vinegar, oils, citrus juices
19. Syrup of Ipecac vomiting
20. spanking

ACTIVITY 24-5

1. He should contact EMS which is an effective source of getting help when an emergency occurs.
2. The care provider should first read the label of the product that was swallowed for the first aid directions. If there are not any instructions, contact the National Poison Center for information.
3. Mr. Beckley should contact the American Association of Poison Control Centers.
5. KEY WORD: LIFE
   INFORMATION NEEDED:
   L - Location of emergency
   I - Injuries and number of people injured
   F - First aid already given
   E - Equipment circumstances

ACTIVITY 25-2

1. Respect
2. flexible creative
3. love kindness
4. insensitive indifferent unsympathetic
5. self-esteem
6. prolonged
7. impatience
8. firm
9. overprotective
10. abilities

ACTIVITY 25-3

1. D
2. E
3. B
4. C
5. A

ACTIVITY 25-4

1. False The needs of the family may be greater than those of the terminally ill individual in some cases.
2. True
3. True
4. False The care provider should allow the family to spend as much time with the terminally ill person as possible.
5. True
6. False The care provider should relay any questions to the supervisor or the person on charge so the family's concerns can be discussed.
7. False The care provider must follow the rules of the care facility.
8. True
9.True
10. True

ACTIVITY 25-5

1. She is in stage 4 (depression). This is the stage when the person copes with the losses they are going to have to deal with.
2. He is in stage 1 (denial and isolation). This functions as a cushion to absorb the blow and is a time for the person to think.
3. Mr. Mondrell is in stage 3 (bargaining). This stage gives the person hope and will power.
4. Miss Yea is in stage 5 (acceptance). This is the preparation stage for death and a time to resolve conflict between wanting to live and knowing death is at hand.
5. They are in stage 2 (anger). This stage functions as an emotional outburst for the patient to cope with emotional stress.
6. STAGE 1: Denial and isolation
   STAGE 2: Anger
   STAGE 3: Bargaining
   STAGE 4: Depression
   STAGE 5: Acceptance

ACTIVITY 26-2

1. False The body's base of support does affect body balance.
2. True
3. True
4. True
5. False Use as little energy as possible when moving, carrying, or lifting heavy objects.
6. False Proper body alignment in sitting reduces muscle strain and provides proper circulation in thigh muscles.

ACTIVITY 26-4

1. Agree
2. Disagree
3. Disagree
4. Agree
5. Agree
6. Disagree
7. Disagree
8. Disagree
9. Agree
10. Agree

ACTIVITY 27-2

1. arise
2. reduce
3. efficient
4. equipment
5. health safety
6. proper storage
7. posture
8. attainable height
9. adequate
10. storage space

ACTIVITY 27-4

1. C
2. A
3. C
4. B
5. A
6. A
7. C
8. B
9. C
10. A
11. C
12. B
13. A
14. C
15. A

ACTIVITY 28-2

1. loads
2. showers
3. shades blinds
4. water
5. Dial
6. incorrect
7. lights
8. leaky
9. thermostats
10. appliances
11. unused
12. cheapest
13. line
14. pilot lights
15. reduce
16. check
17. energy
18. credit
19. clean
20. Weatherstrip

ACTIVITY 28-3

1. False
2. False
3. True
4. False
5. True
6. True
7. False
8. True
9. False
10. True

ACTIVITY 29-2

1. 9
2. 1
3. 7
4. 12
5. 3
6. 8
7. 11
8. 2
9. 6
10. 4
11. 10
12. 5

ACTIVITY 29-3

1. False Use cornstarch on sheets to help reduce friction as the patient moves.
2. True
3. False Be sure the plastic never touches the patient's skin.
4. True
5. False Prevent sheet burns by turning the individual slowly.

ACTIVITY 29-3

6. False A well-balanced diet is the appropriate way to prevent malnourished tissues.
7. True
8. True
9. False For an individual confined to bed, position should be changed every hour or at least once every two hours.
10. True

ACTIVITY 30-3

1. D
2. B
3. C
4. A
5. B
6. D
7. A
8. C
9. A
10. C

ACTIVITY 30-4

1. ambulatory
2. tubs
3. fever
4. tired weak
5. sitz bath

ACTIVITY 30-5

1. True
2. True
3. False It is necessary to assist the person with bathrobe and slippers.
4. True
5. True
6. True
7. False Have lotion, cream and other skin care products available for dry areas.
8. True
9. False This help prevents the elderly from slipping on a slick surface.
10. True

ACTIVITY 30-6

1. 11
2. 3
3. 9
4. 7
5. 2
6. 10
7. 4
8. 8
9. 5
10. 12
11. 6
12. 1

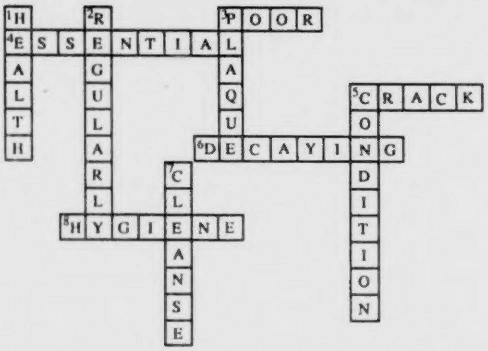
ACTIVITY 31-2

1. Grooming
2. exercise
3. hygiene
4. enjoyable
5. behavior attitudes

ACTIVITY 31-5

1. 12
2. 2
3. 11
4. 9
5. 3
6. 10
7. 5
8. 7
9. 4
10. 13
11. 1
12. 6
13. 8

ACTIVITY 31-6



ACTIVITY 31-7

1. False Brush beard up with firm, but not vigorous strokes to avoid irritating the skin.
2. False Trim beard or mustache only when dry.
3. True
4. False A beard dries quickly because the water rolls off of it.
5. True
6. True
7. True
8. False The beard should be combed with a wide-toothed comb to prevent tangles.
9. True
10. True

ACTIVITY 32-3

1. 3
2. 5
3. 1
4. 6
5. 2
6. 4

ACTIVITY 32-4

1. dressing stick
2. sleeve anchor
3. bootjack
4. overcoat hanger
5. buttonhook
6. stocking sock
7. long shoehorn
8. purchased
9. made
10. pride

ACTIVITY 32-5

1. True
2. True
3. False Use very fine wire embedded in wood handle.
4. False Use wood that is 1/2" x 5/8" of desired length, a 7/8" to 1 1/2" cup hook, and a small magnet.
5. False Use two strong staples and fasten to the top of a door frame, a shoulder's breadth apart.
6. True
7. True
8. False Use two 1/2" x 1/2" pieces of wood, two aluminum attachments, and two garters.
9. True
10. False Use 1/2" x 1/2" wood metal shoehorn, firm aluminum, and a groove for pushing shoe off.

Academic Integration Supplement to the Services for the Elderly Curriculum Guide

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Home Economics Education
Austin, Texas

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Guide to Use

This supplement is part of a series of materials published by the Home Economics Curriculum Center to facilitate integration of academic principles with home economics concepts. The supplement contains learning and evaluation experiences specifically designed to integrate mathematics, science, language arts, and social studies principles within the Services for the Elderly course of study. The suggested experiences have been written to satisfy the essential elements of the course, so a teacher desiring to integrate academic principles while meeting a particular essential element can readily identify and incorporate an appropriate activity.

The academic integration supplements comprise the final component in the series of *Academic Integration* materials. Having access to the first two publications in the series—*Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum* and *Integration of Social Studies Principles in the Home Economics Curriculum*—will greatly enhance effective use of the supplements.

Each of the publications are available from the Home Economics Curriculum Center, Texas Tech University, Box 41161, Lubbock, Texas 79409-1161.

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Compliance Statement

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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If there is a direct violation of the Modified Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 22375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMI-NATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974
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SERVICES FOR THE ELDERLY

(n1A)Describe the aging process.

Science

Divide the class into groups. Have each group draw the different systems and organs of the human body on a poster and explain how the aging process affects the different organs and systems. Groups could be assigned the following topics:

- digestive system
- respiratory system
- excretory system
- circulatory system
- nervous system
- endocrine system
- skeletal system
- reproductive system

Concepts regarding these basic human body systems are summarized on pages 44-45 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.* After groups present their drawings and explanations, lead the class in discussing information presented. KEY QUESTIONS: What measures can be taken to lessen the effects of aging? What lifestyle practices would promote good health? What are the effects of smoking on specific human body systems? of drinking? Why is it important to maintain a proper diet, to eliminate smoking and drinking, and to exercise throughout one's life? Why do you think some individuals appear to look younger than others the same age?

Language Arts

Have the class compile an advice column for teenagers. Instruct each student to write one entry, giving their own advice about lifestyle guidelines. Suggest that students cover such topics as nutrition, exercise, rest, pitfalls, and things to avoid; have them cite a reason for each suggestion given. Conclude by asking students what benefits they predict would be derived in later years if others follow their advice.

Social Studies

Have students work in threes to locate and summarize information on two theories of human development which cover adulthood. Ask each group to chart the developmental stages described in each theory in a manner which allows comparison of the principles. Lead students to discuss the charts and information presented by each group. KEY QUESTIONS: What changes and activities characterize the various stages of adulthood? Which of these changes would you regard as positive? as negative? How can the positive aspects be strengthened? What is the value in knowing ahead of time characteristic changes which occur? NOTE: The theories of Erikson, Buhler, Gould, and Levinson are examples of theories which cover developmental stages of early, middle, and late adulthood.

(n1B) Identify characteristics and care needs of the elderly.

Language Arts
Social Studies

Lead students to brainstorm possible emotional problems and concerns of the elderly. Examples of problems might include depression, anxiety, grief, and loneliness; possible concerns relate to living conditions, family and peer relationships, physical illness, and loss–of loved ones, of physical functioning, of a pet, or of home and possessions. Ask students to collect newspaper or magazine articles on real-life occurrences related to emotional problems and concerns of the elderly, and guide them in discussing the articles and in sharing personal experiences related to the topic. Show students a copy of Maslow's Hierarchy of Needs. Have them diagram the hierarchy and at each level write examples of problems and concerns discussed which reflect the need described. Conclude the activity by leading students to brainstorm suggestions for meeting needs and thereby addressing many of the concerns and problems mentioned.

Language Arts

Have students go to the library, research, and compare and contrast different alternatives for housing for the elderly. Based on this information, instruct students to prepare a set of questions to use in interviewing personnel at facilities for the elderly. Arrange for students to visit various housing facilities to conduct the interviews and to videotape the facilities and personnel. Guide students to write a script depicting various housing alternatives, compile and edit the videotape segments, and present the videotaped production to selected audiences.

Mathematics

Assign a research project regarding the costs of housing alternatives and care options for the elderly. Allow students to work in groups to research and compare costs of various alternatives. Instruct each group to write a scenario describing the situation of an elderly individual or couple, including projected income. For the couple or individual described, have the group suggest affordable housing and care alternatives which meet their needs. Remind students to consider resources available for financial assistance, such as Social Security, Medicare, and Medicaid. As students take turns describing their case studies and recommendations, lead the class in discussing and reacting to the presentations.

(n1C) Contrast the role of the elderly, their status, and contributions in various cultures.

Language Arts
Social Studies

Instruct students to interview elderly individuals from various cultures, including several who lived much of their lives in other nations. In advance of the interviews, guide students to compile questions they wish to ask regarding the role, status, and contributions of the elderly in the societies covered. Possible questions include

- When is a person in that culture considered 'old'?
- How are elderly individuals treated?
- What roles do elderly persons play in the culture?
- How are frail elderly persons cared for?
- Has the way elders are treated and respected changed in the

culture over time? How?

- How do the role, status, and contributions of elderly persons in that culture compare and contrast to those you see in the United States?

Have students summarize in writing and report orally results of the interviews. Guide students to compare and contrast differences in status of the elderly in the various cultures.

Language Arts
Social Studies

Have students work in groups to locate examples of persons who have made noteworthy contributions as elderly individuals. Instruct them to write a brief biographical sketch of each individual on a note card, recording the age and contributions of the person. Include such categories of individuals as great historical figures, entertainment personalities, scientists, artists, authors, and other leaders. Guide the groups in presenting information on one individual at a time, rotating turns until all persons have been covered. Lead students to discuss information presented and to compile examples in a bulletin board or poster with a creative title such as "Greatness is not bound by age."

(n1D) Identify laws, trends, and issues affecting the elderly.

Social Studies

Have students investigate

- laws, policies, or programs directly targeting the needs and interests of the elderly. Examples include Medicare, Social Security, and mandatory retirement policies.
- laws, policies, and programs which significantly impact the elderly but are not directly targeted toward them. Examples include low-cost housing projects, food stamps, and Medicaid.

Instruct students to prepare a summary of the findings in each instance, including a basic description of each law, policy, or program; the purpose or benefits of each; and the sponsoring entity–whether federal, state, or local government or private. Discuss student findings in class. KEY QUESTIONS: In what ways are basic human needs being met through the practices investigated? What are the inadequacies of these social practices? What influence is the increasing size of the aging population likely to have on future development of laws, policies, and programs?

Language Arts

Instruct students to collect newspaper or magazine clippings over a week's period on laws and issues affecting the elderly. To assist in the assignment, provide a collection of copies of publications such as *Modern Maturity* or the *AARP Bulletin* published by the American Association of Retired Persons (AARP). Have students report orally on the articles and then display the class compilation on the bulletin board.

Mathematics

Assign students to research and present in graphic form statistics on a significant trend related to the elderly. Examples include the actual and projected population of elderly in the United States over

Mathematics

a period of years, numbers of elderly in various parts of the world, life expectancy figures and trends, numbers of employed elders, or numbers of elderly needing government assistance. Have each student present and interpret the resulting graph or chart and predict the impact of the trend shown. Lead a class discussion on reported trends. KEY QUESTIONS: What impacts do growing numbers of elderly individuals have on government policies and programs? How do trends in life expectancy affect worldwide population of the elderly? What employment opportunities exist as a result of growth in numbers of the elderly? What new and emerging occupations are likely to arise as a result?

(n2A) Explain social needs and psychological needs of the elderly.

Science

Review with students the five senses; point out that these senses are integral components of the nervous system which serves as the communications center of the body. Assign each of the five senses to groups of students, and have each group consult references to investigate changes which occur as the human body ages. Ask each group to answer the following questions:

- How does the sensory organ operate?
- What functions does the sensory organ perform?
- What changes may occur in the sensory organ with age?
- What is the physical cause of these changes?
- How do the sensory changes affect social and psychological needs of the aging individual?
- What can be done to compensate for the changes?

Display a chart of the five senses as students present their findings. Place special emphasis on the last question, and guide students to make other suggestions for helping elderly individuals compensate for sensory impairments.

Science
Social Studies

Instruct students to consult references and summarize theories of memory and learning in adulthood. Note that memory involves three processes – input, storage, and retrieval. Factors which affect learning and memory during each of these processes are reviewed in Teaching Aid 41 of the *Services for the Elderly Curriculum Guide*. Display Teaching Aid 1, Memory Storage, to overview the most accepted threefold model of how memories are stored. Guide students to discuss findings as they share their written summaries. On the basis of these findings, lead them to create and publish a list of suggestions for helping elderly individuals learn and remember. Examples of helpful suggestions are included on Teaching Aid 2, Helping the Elderly Learn and Remember. Point out to students that results of studies which attempt to measure intelligence with advancing age vary; while there are age-related factors which affect mental functioning and memory, it is not a proven fact that intelligence declines proportionately with age. It is known that exercising the mind and continuing to engage in learning experiences fosters memory in elderly individuals. It is therefore important to provide the elderly with social and educational opportunities which stimulate thinking and remembering.

(n2B) Determine appropriate methods to meet the social and psychological needs of the elderly.

Language Arts
Social Studies

Arrange for students to visit retirement and long-term care facilities for the purpose of observing and reporting on ways social needs of the residents are met. Examples include planned social gatherings, parties, celebrations, games, and other special items on a calendar of events. Refer students to a diagram of Maslow's Hierarchy of Needs, and ask them to point out specific examples of ways needs at each level can be met in quality retirement and nursing facilities. Instruct students to write a letter to themselves, suitable for delivery in fifty to sixty years, expressing specific ways they would like their own needs met in a retirement home and things they would not want in such a facility.

Mathematics

Divide the class into groups to investigate discounts and special cost considerations made available to elderly individuals. Encourage students to explore all possibilities, including costs of entertainment, meals, public transportation, prescriptions, membership dues, airline tickets, and other items and services. Means of investigation include viewing advertisements on television, looking in newspapers and magazines (especially periodicals published by organizations such as AARP), telephoning to inquire about discounts, and interviewing older individuals. Have students list

- the regular cost of each good or service;
- the discounted cost to senior citizens;
- the amount or percentage of discount; and
- qualifications or special requirements for receiving the discounted cost (such as age or membership in an organization).

After all groups report their findings, lead the class to list all discounts reported. Have students total the regular cost of all listed items, total the discounted cost, and compute the total percentage savings available to senior citizens. Discuss as a class reasons and benefits of such discounts. KEY QUESTIONS: Why do various businesses and organizations offer discounts to elderly individuals? What is meant by the term *fixed income*? What are limitations to elderly persons living on a fixed income? How do discounts help individuals who are on a fixed income? How do discounts and promotions targeting the elderly serve as marketing tools for businesses? In what ways do discounted goods and services cited by the class help the elderly meet their social and psychological needs?

(n3A) Identify the functions and sources of nutrients.

Have students work in groups to consult nutrition references and complete assigned portions of Teaching Aid 3, Nutrients: Their Functions and Sources. As each group reports its information, have all students complete copies of the chart. Lead a class discussion on

Science

the importance of a balanced diet to all individuals, especially elderly persons. KEY QUESTIONS: Why is it important to eat a variety of foods? What effects might poor nutrition as a teenager and young adult have on health in later years? For instance, what harm would result if too little calcium is consumed? How can you be sure each day to choose a sufficient variety of foods to meet basic nutritional needs? (Refer students to copies of the current Pattern for Daily Food Choices published by the U.S. Department of Agriculture.)

Mathematics

Provide students with reference copies of Recommended Dietary Allowances created by the Food and Nutrition Board, National Academy of Sciences, which depict amounts of nutrients needed daily by persons of specific categories.

1. Ask students to interpret the chart and to write the specific amounts of Vitamins A, D, E, K, C, protein, niacin, calcium, phosphorus, iron, and iodine which each student (according to age, weight, and height) would need each day.
2. Ask students to write all nutrients whose requirements differ for males and females in the same age groups and to suggest reasons for those differences.
3. Have students list all nutrients whose requirements increase as a person gets older, and those whose requirements decrease. Again, ask students to suggest reasons for the changing requirements.

Invite a Registered Dietitian to participate in a class discussion of student responses to the above activities. Ask the R.D. to explain the importance of the established RDA's, describe how they are used in menu planning for groups such as the elderly, and answer any questions students might have related to information discussed.

(n3B) Explain the relationship of digestion and metabolism to health.

Science

Instruct students to consult science and nutrition references to define the terms *metabolism* and *digestion*, describe in simple terms how each process works, and explain the relationship between digestion and metabolism. Have students summarize their findings in a form which can be presented to classmates; encourage them to sketch pictures and diagrams to simplify examples. Make sure students understand by the end of the presentations that *digestion* breaks down dietary compounds into the various nutrients which can be distributed through the blood to cells throughout the body. The process of digestion produces the raw materials used in *metabolism*, the sum of the chemical processes through which cells produce materials and energy necessary for life. The two processes are thus essential to life and health, and both processes depend on intake of necessary calories and nutrients.

Mathematics

Have students refer to Recommended Dietary Allowance tables created by the Food and Nutrition Board, National Academy of Sciences, to graph the recommended caloric intake of either a male or female of median height and weight from age eleven through the highest age given. Based on the trend appearing in the graph, ask students to explain differences in caloric requirements. KEY QUESTIONS: At what age does caloric requirement peak in males? What is the trend in caloric requirements for males from that peak point? At what age is caloric requirement lowest for females? Why does average caloric requirement decrease with age? What happens if calorie consumption is maintained at a higher level than is needed? How can an individual eat fewer calories without reducing the amount of nutrient intake?

(n3C)Plan diets to meet special needs.

Mathematics
Science

Ask students to work in small groups to define *nutrient density* and to describe foods that would be nutrient dense. Have each group suggest reasons why it is especially important for elderly individuals with limited exercise to eat foods that are *nutrient dense* (foods rich in nutritive value and low in empty calories) as opposed to *empty calorie foods* (foods that provide calories but little nutritive value). Possible reasons include the following:

- Elderly individuals do not need as many calories as younger, more active persons. They do not, therefore, need to eat as much food. However, their health still depends on getting enough nutrients. So the food they do eat should be rich in nutrients.
- The senses tend to become less acute as one ages. When the senses of taste and smell become less strong, food may lose its appeal to some extent. If an elderly person does not have the appetite to eat as much food, it is important that foods eaten are nutrient dense.

After discussing students' definitions and reasons, have the groups plan a menu for an elderly person for a day that is centered around nutrient dense foods. NOTE: To determine the nutrient density of a food, calculate the ratio of specific nutrients in the food to the U.S. RDA for that nutrient. The higher the ratio, the more nutrient dense the food.

Mathematics
Science

Instruct students to consult references and answer questions on Teaching Aid 4, Salty Facts. Guide students in checking and discussing the following answers:

1. sodium and chloride
2. sodium chloride, NaCl
3. Sodium functions as an electrolyte. It affects fluid distribution within the body, helping maintain normal blood volume and blood pressure. It also aids the nervous system in transmitting nerve impulses which control muscle action–thus keeping the heart beating normally.
4. Hypertension, or high blood pressure, causes the heart to work

harder to pump blood. Resulting risks include heart attacks, stroke, and kidney failure.

5. Consuming too much sodium contributes to hypertension. Heredity and obesity also contribute to hypertension.
6. The maximum amount of sodium recommended by the National Research Council, Food and Nutrition Board, is 2,400 mg. per day for healthy adults and children. NOTE: Because there is no shortage of the mineral in the American diet, there is no RDA for sodium.
7. 29%
8. 39%
9. 20%
10. 52%
11. & 12. Answers will vary

Divide the class into groups to plan menus for one day for two elderly individuals–one who has no sodium restriction and can have up to 2,400 mg. of sodium and one who has hypertension and must regulate sodium input to half that amount. Provide copies of food composition tables to help groups complete the assignment.

Science

Collect copies of menu selection sheets from a hospital or elderly care facility; include those for regular diets and any special diets offered, such as liquid diet, soft diet, bland diet, low-fat diet, or low sodium diet. Divide the sheets among groups of students and ask students to describe each diet and explain reasons the diet might be prescribed. Then ask each group to plan an additional day's menu, adding new menu selections which are within constraints of the diet. Let groups take turns presenting information on their special diets.

(n3D) Relate food preparation and service techniques to retention of nutrients.

Language Arts

Instruct students to write an article on food preparation and service in a style suitable for publishing in a food magazine. Have students research and report on the importance of retaining nutrients in food, methods of preparation and service which retain nutrients, and practices to avoid. After students have shared their articles orally in class, display Teaching Aid 5, Preserving Nutrients, as a transparency. Discuss any additional concepts not already covered in students' presentations. NOTE: Point out to students that it is especially important to retain nutrients in preparing and serving meals for elderly individuals; since calorie requirements are lower and because loss of appetite sometimes occurs, selection of nutrient dense foods is important. However, selection of nutrient dense foods is useless if nutrients are lost during preparation or serving.

Social Studies

Have students work in groups to consult references and interview individuals to discover hints for preserving nutrients during preparation and service of ethnic foods. For example, the method of stir-frying used in preparation of many Chinese and Japanese dishes improves nutrient retention through fast cooking; an added benefit is the use of very little fat. Groups might have a representative contact a local restaurant which specializes in Middle Eastern, French, Asian, Mexican, African American, or other ethnic cuisine to ask about hints for preserving nutrients as food is prepared and served. As groups report their findings, discuss concepts presented. KEY QUESTIONS: What are similarities in techniques discovered in preparing and serving various ethnic foods investigated? What are differences? What social and psychological benefits might an elderly person receive through foods they have grown up eating?

(n3E) Demonstrate knowledge of physical activities appropriate for the elderly.

Language Arts

Divide the class into groups, and have students develop skits which depict appropriate physical activities for the elderly and resulting benefits, as well as inappropriate activities and possible dangers. As background for the activity, instruct students to consult references to research benefits of exercise and to find guidelines for physical activity for the elderly. Information regarding fitness for senior citizens is available through various sources, such as AARP and the President's Council on Physical Fitness and Sports. Examples of concepts which could be portrayed in skits include the following:

- Exercise which puts a lot of stress on small muscle masses is less effective and has more potential for harm than general exercise of large muscle masses; such general exercises include walking, dancing, and swimming.
- A new exercise program should be begun gradually (about 5 to 10 minutes for the first few days) and then increased a little each day.
- Regular exercise can help elders restore balance, agility, and reaction time which in turn reduce the risk of injuries from falls.
- It is important to check with one's physician before beginning an exercise program.
- Many aerobic and motion exercises can be performed effectively from a wheelchair.

Have groups present their skits in turn, and lead students to develop an exercise fact sheet for seniors based on concepts presented.

Mathematics

Divide the class into cooperative learning groups to develop a suggested list of activities, with approximate costs, which elders can perform to provide social interaction and exercise to remain fit. Encourage students to divide tasks; some might interview elderly individuals to ask about activities which help them remain fit and costs of these activities, others might consult references or contact senior citizens advocacy groups, and others might contact sports or recreation organizations to ask about activities offered for senior citizens. Examples of activities include bowling, square dancing, low-impact aerobics, swimming, and gardening. Instruct groups to list their activities, explain how and where the activities are available, and give an approximate monthly cost of participating in each activity. After groups present their individual lists, lead students to compile all suggestions into one list which can be shared with elderly family members or friends.

(n3F) Describe personal hygiene and grooming needs of the elderly.

Science

Instruct students to work in pairs to sketch a cross section of skin tissue, including and labeling each of the following in the diagram:

- the three layers of skin–the epidermis, dermis, and subcutaneous tissue
- the four cell layers of the epidermis–the horny, granular, spinous, and basal layers
- a hair follicle
- two kinds of glands–sebaceous and sweat

Have students display their sketches, and ask various groups to explain the functions of each skin component depicted in the sketch. Based on information in the *Services for the Elderly Reference Book* or science references, ask students to describe changes which occur in the skin as individuals age and to explain how those changes affect grooming practices of the elderly. For example, skin becomes thinner and dryer, with less oil or body fat stored in the skin; therefore, taking a full bath daily is not recommended.

Language Arts
Social Studies

Display a transparency of Erikson's Stages of Life, Teaching Aid 5 from *Integration of Social Studies Principles in the Home Economics Curriculum*. Ask students to read and summarize the final stage called "Integrity vs. Despair." Instruct students to write a composition which relates maintaining good grooming to maintaining integrity in old age. Allow students to choose whatever mode and audience they wish in planning their compositions. Encourage creativity; for example, students might compose a short story about an elderly individual who becomes ill and loses interest in personal grooming and is helped to regain pride in personal grooming, write journal entries of an individual who reflects integrity or despair, or compose a rap or poem. Display a copy of The Composing Process from Teaching Aid 6 in *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum* to guide students through the steps of prewriting and planning, writing a first draft, revising, editing, and publishing their compositions. Have students share their compositions orally in class.

(n3G) Determine strategies for facilitating self-help.

Social Studies

Ask students to develop a list of self-help tasks often made difficult in the aging process. Observation of elderly persons or interviews of persons familiar with limitations often experienced by the elderly can serve as resources in developing the lists. Utilize catalogs and information gained from observation and interviews to determine strategies or products which help compensate for limitations in performing the self-help tasks. Discuss recommended strategies and products. KEY QUESTIONS: What are common self-help limitations? What are optional solutions? How would the self-esteem of an elderly person likely be affected by the inability to perform routine self-help tasks? by the restoration of this ability? How would self-help abilities or limitations impact living arrangement options, costs of living and health care, health and safety, and daily activity options? What implications might the increasing elderly population and the growing need for self-help aids have for someone interested in starting a business? interested in product invention or development?

Science

Review with students the types of simple machines covered on page 57 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.* Label six sheets of poster board, each with one of the six types of simple machines. Instruct students to provide examples of self-help devices which represent the various types of machines and affix pictures or sketches of each device to the appropriately labeled poster. Resources for locating the self-help devices include magazines, catalogs (especially from a home health supplier), and reference books; students also may contact long-term care facilities for suggestions or sketch their own inventions. Include aids for a variety of activities and for elders of various ages and health conditions, including well elders, frail elders, those in wheelchairs, and those confined primarily to bed. Display the resulting compilation for other classes.

(n4A) Explain the causes, symptoms, transmission, and prevention of communicable diseases.

Science

Guide students to define the terms *communicable* or *infectious disease*, *infection*, and *pathogen*. Divide the following assignments among groups of students to research and report back to the class.

- List, define, and describe common pathogens, including bacteria, viruses, fungi, and protozoa. Relate examples of diseases caused by each type of pathogen.
- Define key terms relating to the human immune system and describe the immune process from the point of pathogen invasion.
- Define the terms *natural immunity* and *acquired immunity* and describe how each is obtained. Describe how vaccinations protect against disease and give examples of vaccinations commonly administered in the United States.
- List and describe communicable diseases which may be contracted by elderly individuals.
- Summarize guidelines for halting the transmission of communicable diseases.

As each group presents its report to the class, ask all students to take notes and ask questions to clarify any unclear concepts regarding communicable diseases. Quiz students, either orally or in writing, over concepts presented. Basic concepts related to these topics are overviewed on pages 47-48 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum.*

Science
Social Studies

Invite a representative from the public health department to speak to the class on the danger of influenza to elderly individuals, especially frail elders. Ask the speaker to describe signs and symptoms of flu, how strains of influenza can vary at different times and in different locations, important guidelines in minimizing risk of contracting flu, availability of vaccinations against influenza, advantages and disadvantages of taking a flu shot, cost of influenza vaccine, and availability of low-cost or free vaccines to certain high-risk individuals. Follow the presentation with a discussion of related concepts. KEY QUESTIONS: What pathogen causes influenza? How is it transmitted? What steps can one take to reduce the risk of getting the flu? What is the treatment for flu? Why are diseases such as the flu more dangerous to elderly individuals, especially frail elders? How do guidelines for preventing influenza relate to general guidelines for preventing transmission of other communicable diseases? What is the role of the government and public health agencies in education about and prevention of communicable disease?

(n4B) Contrast alternatives to home health care.

Language Arts
Social Studies

Lead students to identify a number of alternative facilities available to elders in your community in lieu of home health care. Students may look in the Yellow Pages; interview elders, their caregivers, or family members; or consult references regarding health care and housing options available to elderly individuals. Have students list all suggested alternatives on a chart; beside each suggestion, describe the health care alternative, give advantages and disadvantages, and cite examples of any existing local facilities which fit each category. Guide students through completing the chart to compare and contrast the various alternatives mentioned. NOTE: Alternatives to home health care might include adult day care, day hospitals, social adult day care, hospitals, and long-term care facilities–including residential-care facilities (which provide shelter and some meals and medical monitoring), intermediate-care facilities (which provide a greater degree of assistance, but not full-time nursing care), and skilled nursing facilities (which provide 24-hour skilled nursing care for individuals who need intensive care and rehabilitation).

Mathematics
Social Studies

Divide the list of alternatives to home health care developed in the preceding activity among groups of students. Instruct each group to research the cost of their assigned alternative on both a short-term and long-term basis to meet varying needs of elderly individuals. For instance, one person may need to enter the hospital to recuperate from a communicable disease; the hospital stay may be for only a few days. Another individual may be hospitalized for several weeks or months, and another may require permanent residential health care. Have students compute costs on a daily, weekly, and monthly basis; they can then extend the cost projections to a period of months or even years. Guide students to compare costs of the various alternatives. As a follow-up activity, show the list with cost projections to an individual who works with financial assistance programs such as Medicare, Medicaid, or private insurance; ask that person briefly to overview the extent of financial assistance available to elders in covering the costs of each alternative and to suggest sources of more detailed information regarding financial help.

(n4C) Provide a safe and healthy environment for the elderly.

Social Studies

Invite to class a fire safety inspector who inspects facilities such as long-term care facilities. Ask the inspector to show students examples of forms or checklists used to inspect facilities for fire safety, to point out common hazards which can lead to fires, and to describe guidelines for eliminating such fire hazards and providing a safe environment. Find out whether facilities such as long-term care facilities and hospitals, that house many persons who cannot exit on their own in case of emergency, are under more stringent requirements than other establishments, and learn what government or private agencies regulate and enforce fire safety standards. Provide time for discussion and questioning by students. As a follow-up activity, ask students to record all safety suggestions discussed which can be implemented in a home health care situation.

Science

Ask a physical science teacher to summarize basic concepts of electricity for students, such as those concepts covered on pages 62-65 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. On the basis of these concepts, have the science teacher guide students to develop a list of electrical safety hazards and precautions that apply especially to elderly individuals.

Mathematics

Arrange for students to go to the library to find statistics related to the number and types of accidents which occur involving elderly individuals. Have them work in groups to interpret the statistics, present the information in graphic form, and prepare to explain the statistics and their significance to the class. Lead students in discussing the information and in suggesting ways to prevent accidental occurrences such as those reported. KEY QUESTIONS: What are the most prevalent types of accidents affecting the elderly? What are causes for these accidents? Where do they typically occur? How prevalent are falls among the elderly? Can falls be life-threatening? How can falls be prevented? What age group is most prone to the various types of accidents? NOTE: Some of the most interesting and informative statistics could be compiled and made into statements that can be published as points of information in a school or local newspaper.

(n5A) Demonstrate housekeeping and maintenance skills associated with the care of the elderly.

Science

Have students define the term *disinfectant* and brainstorm reasons why use of disinfectants is an essential part of effective housekeeping when caring for the elderly. Discuss the points on Teaching Aid 6, Disinfection, taken from the section on "Infection Control" on pages 176-179 of the *Institutional Maintenance Reference Book* available from the Home Economics Curriculum Center, Texas Tech University, Lubbock, Texas. Provide students with copies of Teaching Aid 7, Types of Disinfectants. Ask them to consult chemistry references and to look up the chemical components of each disinfectant; what are the chemical qualities and hazards associated with each? Have students investigate to find out what types of disinfectants are used by housekeepers at various institutions, including custodial personnel at the school. Also, instruct students to look at labels on household cleaning products available in grocery stores to compare the chemical components and note which fall into the categories shown. Point out to students that selection of chemical products to be used in housekeeping is not a decision to be taken lightly. In addition to guidelines regarding appropriateness for the task, safety considerations shown on the material safety data sheet (MSDS) provided for chemicals must be considered. The MSDSs may be obtained by contacting the manufacturer.

Mathematics

Disinfectants and cleaning products are generally purchased in concentrated form; recommended dilution instructions are given on the product for appropriate uses. Dilution instructions may be given as "*x* ounces (or cups) per gallon" or as a dilution ratio, such as "ounces per gallon = 1:8." Assist students in using simple algebra principles to calculate the dilution amounts according to ratios given in Teaching Aid 8, Concentrate Conversion Chart. Answers for the chart follow.

Ratio of 1:8: 4 oz. per qt. or 16 oz. per gal.
Ratio of 1:16: 2 oz. per qt. or 8 oz. per gal.
Ratio of 1:32: 1 oz. per qt. or 4 oz. per gal.
Ratio of 1:64: .5 oz. per qt. or 2 oz. per gal

Reinforce measurement principles by asking students: If you are using a measuring cup to measure concentrate, how does 4 oz. or 2 oz. equate to measurement in cups? Provide further practice by assembling an assortment of direction labels from cleaning products and asking students to calculate the correct amounts of disinfectant/cleaning concentrate to prepare a quart or gallon of each product.

(n5B) Demonstrate procedures for handling clothing and linens.

Mathematics

Lead students to brainstorm types of linens that are needed in a facility which provides care for elderly residents. Examples may include sheets, blankets, bedspreads, pillow cases, towels, and tablecloths. List all items brainstormed on the board. Lead students to brainstorm reasons why proper care and storage of linen items is so important to such institutions. Possible reasons include:

- Appearance of linens affects the reputation of an institution.

- Appearance of linens affects self-esteem of residents.
- Proper care and storage of linens is an essential component in maintaining a sanitary environment to eliminate disease-causing pathogens.
- Daily routines in an institution cannot proceed without a supply of clean, sanitized linens.
- Linens represent a major investment. Improper handling leads to replacement of linens, which can be a major cost to an institution.

To reinforce the concept that linens represent a major investment, divide the class into groups, and give each group a description of a situation where linens need to be purchased. One group might plan for an elderly person to move into a home care situation, another might plan for a foster home where three elderly persons will receive long-term care, and another might be responsible for an institution housing twelve, twenty-four, or thirty-six elders. Have each group

- determine and list all linen items needed:
- list the quantity of each linen item needed in order to provide adequate rotation of clean linens:
- determine prices of items (Students might have some group members comparison shop for linens–checking commercial suppliers, or you might provide catalogs for class use listing linen costs.): and
- according to the quantity specified as needed, calculate the total cost of purchasing all linens listed.

Instruct groups to present their lists and calculated cost estimates to the class. Reinforce with students the value of linens and importance of proper linen storage and care.

Science

Instruct students to research guidelines for proper storage of linens to prevent damage from mildew. Have them look up the term *mildew*, to determine the scientific classification, and then to investigate properties of mildew and fungi in general. Lead students to apply knowledge about mildew and fungi to guidelines for linen storage. KEY QUESTIONS: How should linen storage be designed? Why is it important to allow for proper air circulation? to avoid any dampness? to rotate linens regularly? In what environments do mildews and fungi thrive? If a linen item shows signs of mildew, how should it be treated? What harm is caused by mildew of linen items?

(n5C) Describe procedures for sanitizing items.

Science

Collaborate with a science teacher to allow students to participate in a demonstration of sanitization. Have students view under a microscope a sample of water containing microorganisms. Ask one student to prepare another slide with a sample of the same water and apply a portion of chemical disinfectant. Have students observe through the microscope the results of the disinfectant. Students might experiment with various disinfectants or dilution strengths to compare effectiveness in eliminating microorganisms. Point out that the purpose of sanitization is to eliminate agents which may cause disease.

Mathematics

Divide the class into cooperative learning groups to research the use of disposable items as a sanitation measure in facilities which care for the elderly. Ask a few class members to contact long-term care facilities, home care providers, health equipment suppliers, and hospitals to identify disposable items which may be used. Divide identified items among groups to research advantages and disadvantages of using the various disposable products in lieu of continually sanitizing reusable items. Tell students to include cost of disposable items versus cost of equipment and labor required to sanitize reusable items. As each group presents its comparisons, lead the class in evaluating information presented. KEY QUESTIONS: How does use of disposable products make it easier to maintain a sanitary environment? What challenges do disposable items create? Which requires the most storage space–a week's supply of disposable or reusable items? What precautions must be taken in proper disposal of disposable items? How does cost of disposable items compare to cost of sanitized reusable items? What factors will impact decisions regarding what disposable items to use?

(n5D) Explain personal sanitation measures to prevent the spread of infection.

Language Arts

Display Teaching Aid 9, Infectious Possibilities. Note that disease can be spread in several ways: from contaminated objects or equipment to a patient or worker, from patient to patient, from patient to worker, from worker to worker, or from worker to patient. It is therefore essential that personal sanitation measures be followed by workers at all times–not just times of direct contact with the person who is being cared for. Divide the class into groups to develop and present skits depicting situations in which disease can be transferred; have each group present one "don't" (in which proper sanitation measures are not taken) and one "do" (in which proper sanitation measures prevent transmission of disease). Encourage students to create skits representing a variety of situations, from direct contact to housekeeping duties to activities during breaks or mealtimes. Close the activity by summarizing key sanitation concepts covered in the skits.

Science

Have students consult references to summarize the germ theory of disease and identify the ways in which disease-causing germs may be transmitted. The germ theory of disease asserts that diseases are caused by "germs"–microorganisms such as bacteria, viruses, protists, and fungi; these microorganisms are overviewed on pages 43-44 of *Integration of Mathematics, Science, Language Arts, and Social Studies Principles in the Home Economics Curriculum*. Microorganisms are most commonly transmitted by contact with an infected person or animal (either direct touch or indirect contact with items such as bed linens or clothes); by a vehicle which transmits the microorganisms (such as food, water, body wastes, or a contaminated object); or by air. Discuss concepts students discovered about infection and disease transmission, and list the key methods for disease transmission cited by students. For each of these listed methods, ask students to suggest personal sanitation measures which would reduce the risk of disease transmission. For example, wearing a mask would prevent becoming infected by airborne microorganisms.

(n6A) Point out considerations affecting interaction with the elderly's family or responsible parties.

Instruct students to study resources providing guidelines for communicating with individuals responsible for elderly persons. Have students summarize their findings under the following categories:

- ethics
- formal communications (such as conferences, status reports, or newsletters)
- informal communications (such as casual conversations or telephone contacts)
- general guidelines (such as how to demonstrate good verbal, nonverbal, or written communication skills, or how to remain objective and avoid being judgmental)

Language Arts

Ask students to work in pairs to develop two case studies involving a care provider and the person responsible for an elderly client. Have students exchange their case studies with another pair and apply the summarized principles of communication through role playing communication appropriate to the case studies. Encourage students to utilize both oral and written communication in preparing role play responses to the case studies; for example, a complaint may require both personal communication and a written follow-up. As pairs take turns presenting role plays, invite constructive feedback from other students.

Social Studies

Have students consult sociology references to define the following terms related to communication: *instinctive communication* and *arbitrary communication*. Point out that instinctive communication, based on instinctive responses to stimuli, can be understood cross-culturally–that is, by individuals from varying cultures or subcultures. Arbitrary communication, however, involves words, gestures, and sounds that are based on cultural expectations and distinctive to a given culture. The ways children respond to scolding may differ between children raised in an Hispanic culture and children in a German culture; meaning assigned to body language varies between cultures and subcultures. Note that when interacting with other individuals, it is important to recognize that arbitrary communication may vary between subcultures. Lead students to brainstorm examples of instinctive and arbitrary communication and to suggest appropriate responses to such types of communication.

(n6B) Demonstrate communication skills.

Language Arts

Ask students to respond to the following statement: "It is important in communicating on the job to use correct standard English rather than slang or casual expressions that others may not understand." Write the terms *colloquialism*, *slang*, *idiom*, and *jargon* on the board, and ask students to define these types of specialized language. Definitions and examples of each are found on page 87 of *Integration of Mathematics, Science, and Language Arts Principles in the Home Economics Curriculum*. Lead students to brainstorm examples of each of the four types of specialized language. Instruct each student to write down five of the casual expressions brainstormed, copy the list three times, and ask three individuals of varying ages to write a brief definition beside each of the words on a copy of the list. Encourage students to include some elderly persons in their sample of responses. Have students bring responses, share, and discuss them in class. KEY QUESTIONS: Did the informal expressions mean the same thing to all individuals? How did age affect the way expressions were interpreted? How could use of such expressions lead to misunderstandings between persons trying to communicate on important matters? To extend the experience and add some fun, ask pairs of students to role play situations in which use of colloquialism, slang, idioms, and jargon lead to humorous misunderstandings.

Language Arts
Science

Divide the class into small groups to research diseases which most commonly cause hearing loss as individuals age; two diseases which should be included are otosclerosis and presbycusis. Display a chart of the human ear, and ask students to explain the basic process of hearing and changes caused by the researched diseases which result in hearing loss. Based on characteristics of the diseases and on students' experiences with persons with hearing impairments, guide them in developing suggestions to assist in communicating with individuals who have experienced hearing loss. Sample suggestions include the following:

- Speak clearly and at your normal rate–not too rapidly.
- Speak slightly louder than normal, but do not shout. Presbycusis is characterized by loss in hearing of high-pitched sounds; shouting can raise your voice pitch and increase difficulty of hearing.
- Speak from a position where the individual can see your lip movements, expressions, and any gestures. Do not speak from behind the person or directly into his or her ear.
- Speak from a distance of three to six feet.
- Make sure there is no competing noise when you speak.
- Do not cover your mouth or speak while eating or chewing gum.
- If your statement is not understood, rephrase it in simple, short

sentences.

- Be patient and treat the person with respect. Never talk about the person to others as if that person is not present or cannot hear.

Write suggestions on the chalkboard or a blank overhead transparency, let students work together to finalize order and wording, and compile the resulting list into a handout that can be shared with others who may communicate with individuals with hearing impairments.

(n6C) Describe crisis management techniques for the elderly and for care providers.

Language Arts

Guide students to develop a class definition of crisis and to explore what constitutes a crisis. KEY QUESTIONS: Is an event which is considered a crisis by one family necessarily a crisis for another family? What factors determine whether an event or situation is a crisis? How do family members typically respond in crisis situations? How have you and your family handled crisis situations? What techniques help families resolve crises? Following the discussion, have students brainstorm examples of events or situations involving elderly persons or their families which may constitute a crisis. Instruct students to take one of the brainstormed examples and elaborate on it to create a case study; then have students exchange case studies and suggest crisis management techniques which could be used by the individuals and care providers to help resolve the crisis.

Language Arts
Social Studies

Guide students in describing the process of *socialization*, whereby one assumes a certain *status* and learns appropriate *roles* within a family. These concepts are overviewed on pages 87-88 of *Integration of Social Studies Principles in the Home Economics Curriculum* and can be further investigated in sociology references. Have students interview persons who have been responsible for an older family member for an extended period of time to ask such questions as: What was your role as a child and young adult in your family? What was the role of the older individual during those times? How have the status and roles of the elderly individual changed through the process of aging and becoming more dependent on others? How have your status and roles changed as you assumed more responsibility for that individual? In what ways have your roles reversed (in other words, how has the caregiver changed places with the person cared for)? How do you feel about the changes? What are rewards which have resulted? What are challenges or problems which have resulted? Do you ever experience role conflicts? How do you deal with them? What suggestions can you give to others facing similar changes? Guide students to discuss findings and implications as interview results are shared.

MEMORY STORAGE

SENSORY MEMORY

Senses receive and briefly hold information image. The memory quickly fades or is replaced unless transferred to

SHORT-TERM MEMORY

Holds information or image while in use. For instance, a message to be relayed must be continually repeated to one's self until relayed or written. Information to be held longer must be transferred to

LONG-TERM MEMORY

Long-term memory can store almost limitless amounts of information, some of which lasts a lifetime. Two primary means of committing information to long-term memory are

- **repetition** - repeating information or replaying image until memory is deeply ingrained
- **intense emotion** - information associated with deep emotional experience, such as date of occurrence, which personally affected individual or group

TA2

Helping the Elderly Learn and Remember

- To help elderly individuals accurately receive input, plan presentation of information where there are no distractions.
- Present only one piece of information at a time.
- Allow time for elders to learn; they value accuracy more than learning quickly, and generally they are in no hurry. Relaxed, self-paced learning is most effective.
- Give clear directions, not hurried.
- Do all that is possible to avoid creating any anxiety.
- Encourage the elderly learner by showing approval often.
- Organize information logically.
- Present information through methods which combine senses, such as hearing, seeing, and touching. This reinforces learning and allows for compensation if one sense is impaired.
- Make information meaningful to the elderly learner, and associate it with something the individual already knows. It is more difficult to memorize and recall information when it cannot be tied to what already is known.

Nutrients: Their Functions and Sources

Nutrient		Function	Sources
• Protein			
• Carbohydrates			
• Vitamins			
fat soluble	A		
	D		
	E		
	K		
water soluble	thiamin (B1)		
	riboflavin (B2)		
	niacin (B3)		
	folate		
	biotin		
	pantothenic acid		
	pyridoxine		
	cyanocobalamin (B12)		
	ascorbic acid (C)		

Nutrients: Their Functions and Sources (continued)

Nutrient		Function	Sources
• Minerals			
macrominerals	calcium		
	phosphorus		
	magnesium		
	socium		
	chloride		
	potassium		
microminerals	iron		
	zinc		
	copper		
	manganese		
	selium		
	chromium		
	iodine		
	fluoride		
• Fats			
• Water			

Salty Facts

1) What elements are found in salt? ______________________________

2) What is the chemical term and symbol for salt? ______________________________

3) What functions does the mineral sodium perform in the body? ______________________________

____

____

____

4) What is hypertension, and what risks does it cause? ______________________________

____

____

____

5) What is the relation between sodium and hypertension? ______________________________

____

____

____

6) What is the maximum amount of sodium recommended for healthy adults and children to consume each day?

Evaluate the sodium content of foods listed below. If the maximum recommendation sodium intake of healthy individuals is 2,400 mg. per day, compute the percentage of this maximum contained by each food item in the following manner:

Amount of sodium in a food item + 2,400 milligrams x 100 = S
S is the percent which this food item contributes to the daily maximum for sodium.

7) 1 slice of cheese pizza, which contains 699 mg. sodium ______________________________

8) 1 whole dill pickle, which contains 928 mg. sodium ______________________________

9) 5 green olives, which contain 468 mg. sodium ______________________________

10) 1 cheeseburger (4 oz. patty), which contains 1,224 mg. sodium ______________________________

11) List two other foods which provide 25% or more of the daily maximum amount of sodium.

____

12) List three foods which provide less than 10% of the daily maximum amount of sodium.

____

TA5

Preserving Nutrients

- Avoid overcooking. Prolonged exposure to heat causes loss of some vitamins.
- Cover refrigerated foods with tight-fitting lids, foil, or plastic wrap.
- Cut fruits and vegetables in large pieces. Chop immediately before use to avoid unnecessary exposure to oxygen.
- Freeze or refrigerate leftovers immediately after use. Leaving foods exposed to room temperature increases nutrient loss, promotes an environment for bacteria to grow, and increases rate of spoilage.
- Include raw fruits and vegetables in menu planning and food preparation.
- Refrigerate most products to reduce nutrient loss.
- Rinse foods in cold water. Do not soak. This causes loss of valuable water-soluble nutrients.
- Thaw frozen foods in the refrigerator. More nutrients are retained at cooler temperatures, and refrigeration inhibits the growth of organisms that can cause food-borne illness.

Disinfection

In order to control infection and contamination, housekeeping staff must use proper disinfection techniques. The amount of disinfection required varies among institutions; for example, hospital rooms require more thorough disinfection than rooms in housing facilities.

Thorough cleaning kills some pathogens.

The type and number of pathogens killed by a disinfectant depends on its type, strength, and length of time it is in contact with a surface.

To be effective, disinfectant must be used on a clean surface, because bacteria can hide within and under soil. Soil must first be removed from surfaces before disinfecting.

When choosing a disinfectant, the housekeeper should consider
- the kind of bacteria to be killed,
- the environment in which the bacteria reside,
- the cleanliness of the area being disinfected,
- and time required for the disinfectant to destroy the bacteria.

Effective disinfection and pathogen control depend on choosing a disinfectant appropriate for the area being cleaned.

BEST COPY AVAILABI

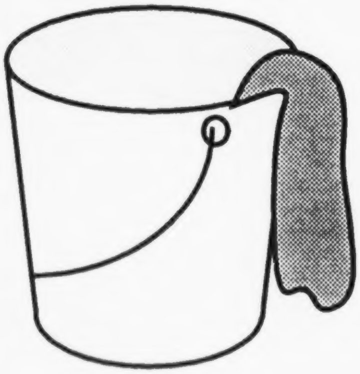
Types of Disinfectants			
Type	**Description**	**Advantages**	**Disadvantages**
Natural Pine Oil	natural disinfectant	• effectively kills germs when used at a ratio of 80 percent pine oil to 20 percent water	• low kill rate at low dilution ratio • expensive to use since dilution ratio is high
Iodine	natural disinfectant	• powerful natural disinfectant with a broad range of kill • kills tuberculosis germs	• can stain surfaces and corrode metal, as in mop buckets • not recommended for custodial use • should only be used under controlled conditions
Idophor	mixture of iodine and detergent	• is a cleaner/disinfectant • kills germs and removes dirt in a one-step process • works well with hard water • changes its color when ability to disinfect becomes weak • effective in food service areas due to low toxicity	• can create discoloration • less effective in cleaning oily soils • not recommended for general use
Hypochlorites	chemical disinfectant (Household bleach is a common type of hypochlorite.)	• powerful germ killer	• only work on surfaces that are already clean • use themselves up as they kill germs • can corrode some metal surfaces • can dull tile floor and damage grout if used over a long period of time • will oxidize or burn any material • dry hypochlorite can cause a flash fire if used with an oil or soap
Natural Phenols	disinfectant made from carbolic acid (natural phenols, have been replaced by synthetic phenols)	• none	• usually poisonous to humans • corrode metal surfaces • strong odor
Synthetic Phenols	chemical disinfectant	• broad range of kill, including tuberculosis germs • can be used to make cleaner/disinfectants	• will not work with all detergents • are poisonous • will burn skin, irritate eyes, and give off fumes that can damage lungs
Quaternary Ammonium Compounds	chemical disinfectant	• nonpoisonous • have no odor • will not burn skin • good germ killing powers • can be used in food processing areas	• will not kill tuberculosis germs • killing power reduced as more soil is encountered • killing power is slowed by hard water

Adapted from: *Custodial Technician Handbook I, Basic Cleaning Procedures in Custodial/Housekeeping Operations.* Irvine, California: Cleaning Management Institute, Inc., 1989.

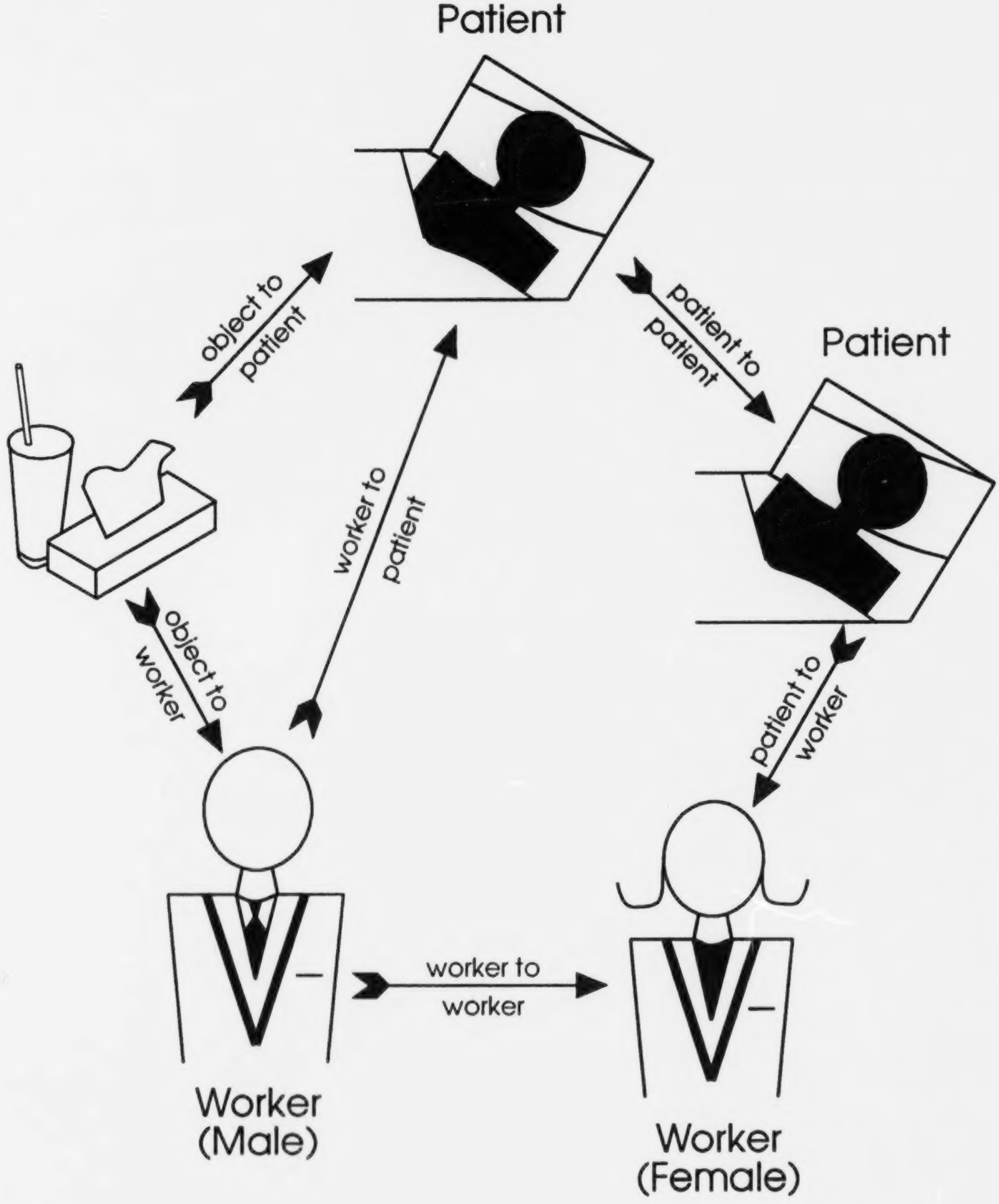
Concentrate Conversion Chart

Ratio	Ounces per Quart	Ounces per Gallon
1:8	4 oz. : 1 qt.	___ oz.: ___ gal.
1:16	___ oz.: ___ qt.	___ oz.: ___ gal.
1:32	___ oz.: ___ qt.	___ oz.: ___ gal.
1:64	___ oz.: ___ qt.	___ oz.: ___ gal.

Complete the missing figures in the conversion chart above by using simple algebra principles.



Infectious Possibilities



Assistance Services for the Elderly

Student Activity Book

VOCATIONAL HOME ECONOMICS EDUCATION DEPARTMENT OF OCCUPATIONAL EDUCATION AND TECHNOLOGY
TEXAS EDUCATION AGENCY AUSTIN, TEXAS

ASSISTANCE SERVICES FOR THE ELDERLY

STUDENT ACTIVITY BOOK

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Vocational Home Economics Education
Austin, Texas

JANUARY, 1988

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT EASTERN DISTRICT OF TEXAS, TYLER DIVISION

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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Preface

With the many technological breakthroughs in recent decades, people are living longer, healthier lives. Fewer than five percent of the elderly population live in residential care facilities. Although there are many opportunities to work with the elderly persons in a voluntary capacity, most paid employment possibilities involve caring for the elderly person whose physical capabilities for self care are diminishing.

Rather than devoting a complete section of this book to the care provider's role in working with elderly who are frail, information and skills for doing so are interwoven throughout the book. The intent is that individuals using these materials focus upon the positive contributions elderly persons make in society and ways in which care providers can assist elderly persons so that the quality of their lives is enhanced, not just maintained.

Occupational Education Series

Assistance Services for the Elderly is part of an occupational education series which focuses on a broad range of employment opportunities. Each title in the series addresses one career cluster. The instructional materials designed for each cluster include four components:

- **Reference Book**. This book provides information needed by employees in the occupational area. Each chapter begins with Competencies to Develop and Objectives to Achieve. Within the text, italicized, bold-faced vocabulary terms are followed by a definition or explanation. Illustrations of equipment and procedures aid student learning. The content of each chapter is summarized in the Points to Remember section. The vocabulary terms are repeated in a list of Words to Know. Technical terms and concepts may also be located quickly by using the index. Questions for Review are provided for the student as a self-test.
- **Curriculum Guide**. This guide provides a variety of teacher information. Teaching strategies, teaching aids, laboratory management guides, and test questions are coordinated with the chapters in the reference book.
- **Student Activity Book**. This book provides a variety of pencil-and-paper activities. Activities are correlated with the chapters in the reference book.
- **Student Aids**. These provide information at third and fourth grade reading levels and simplified pencil-and-paper activities.

This series of coordinated components is designed to meet a variety of instructional needs. The needs of both cooperative education and laboratory education students can be met. Both regular and special needs students can be accommodated.

Student Activity Book

The *Student Activity Book* was written to accompany the *Assistance Services for the Elderly* reference book. Its 32 chapters correspond to the 32 chapters in the *Assistance Services for the Elderly* reference book. Each chapter in the *Student Activity Book* contains a variety of pencil-and-paper activities designed to reinforce the concepts presented in the reference book.

Each chapter begins with Competencies to Develop and Objectives to Achieve, followed by a short paragraph describing the purpose of the chapter. The first activity is the same for each chapter: defining terms from the Words to Know list. The remainder of the chapter is completed with a variety of activities: crossword puzzles, mazes, fill-in-the-blank, matching, paragraph writing, etc.

Careful study of the activities in the *Student Activity Book* will yield a much greater understanding of the exciting and growing field of assistance services for the elderly.

1

Chapter One
Understanding The Elderly In The United States

COMPETENCIES TO DEVELOP

- Analyze factors relating to the elderly in the United States.
- Demonstrate a better understanding of the elderly.

OBJECTIVES TO ACHIEVE

- Point out reasons for the increasing need to train people to work with the elderly.
- Describe factors affecting the increasing proportion of elderly in the United States.
- Summarize the process of aging associated with the elderly.
- Determine the definition of "old" from various age groups.
- Identify the chronological age categories of the elderly.
- Identify the myths and stereotypes associated with the elderly.
- Describe realistic views of the elderly.
- Contrast the role of the elderly, their status, and contributions in various cultures.
- Identify the rights of the elderly.
- Outline future trends associated with the elderly.

For the first time in the history of the United States, there are more people over 65 than there are teenagers under 20. Today's elderly are healthier and better educated. In the past, society faced the problem of people having a shortened life span. Today, the fastest growing age group is people over 80. Statistics show that every day there are approximately 1600 more Americans over 65 than there were the day before.

This chapter will give the care provider a better understanding of the elderly in the United States.

ACTIVITY 1-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

biological aging ____

____

fertility rate ____

____

mortality rate ____

____

myths ____

____

psychological aging ______________________________________

____

social aging ____

____

stereotypes ____

____

Additional Terms

ACTIVITY 1-2

DIRECTIONS: Answer the following questions in the space provided.

1. What factors contribute to the increasing need to train individuals to work with the elderly?

2. Describe an existing need for trained individuals to work with the elderly in your community.

ACTIVITY 1-3

A. DIRECTIONS: Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F to the left of the statement.

T F 1. Today's elderly are healthier and better educated than past generations.

T F 2. The fastest growing age group is that of people under 80.

T F 3. Today's older population represents one in every nine Americans.

T F 4. On the average, people who reach the age of 65 can expect to live an additional 16.8 years (18.8 years for females and 14.4 years for males).

B. DIRECTIONS: Unscramble the following words to reveal the two main factors affecting the increasing proportion of elderly in the United States. Write each word on the broken lines. After discovering each answer, write a definition on the solid lines.

1. reecdgnias tymalitro tear

- - - - - - - - - - - -   - - - - - - - - -   - - - -

____

2. clingdein litefrity ater

- - - - - - - - -   - - - - - - - - -   - - - -

____

ACTIVITY 1-4

DIRECTIONS: Review the process of aging associated with the elderly by completing the matching exercise. Match the type of aging to its appropriate factor. Place the letter of the term in the blank to the left of each factor. The letters can be used more than once.

FACTORS

____ 1. Changes in roles performed

____ 2. Ability to adapt to environment

____ 3. Chronological age

____ 4. Ability to accept one's environment

____ 5. Interaction with others

____ 6. Changes in physical capabilities

TYPE OF AGING

A. Biological aging

B. Psychological aging

C. Social aging

ACTIVITY 1-5

DIRECTIONS: Examine your own feelings about the elderly and the aging process. In the space below, write a short paragraph about one of the following topics:

* "What does 'old' mean?"
* "How old is 'old'?"

ACTIVITY 1-6

DIRECTIONS: In the space provided, write the name for the appropriate age group as categorized by the Census Bureau.

______________________________ 1. Ages 55-64

______________________________ 2. Ages 65-74

______________________________ 3. Ages 75-84

______________________________ 4. Ages 85 or older

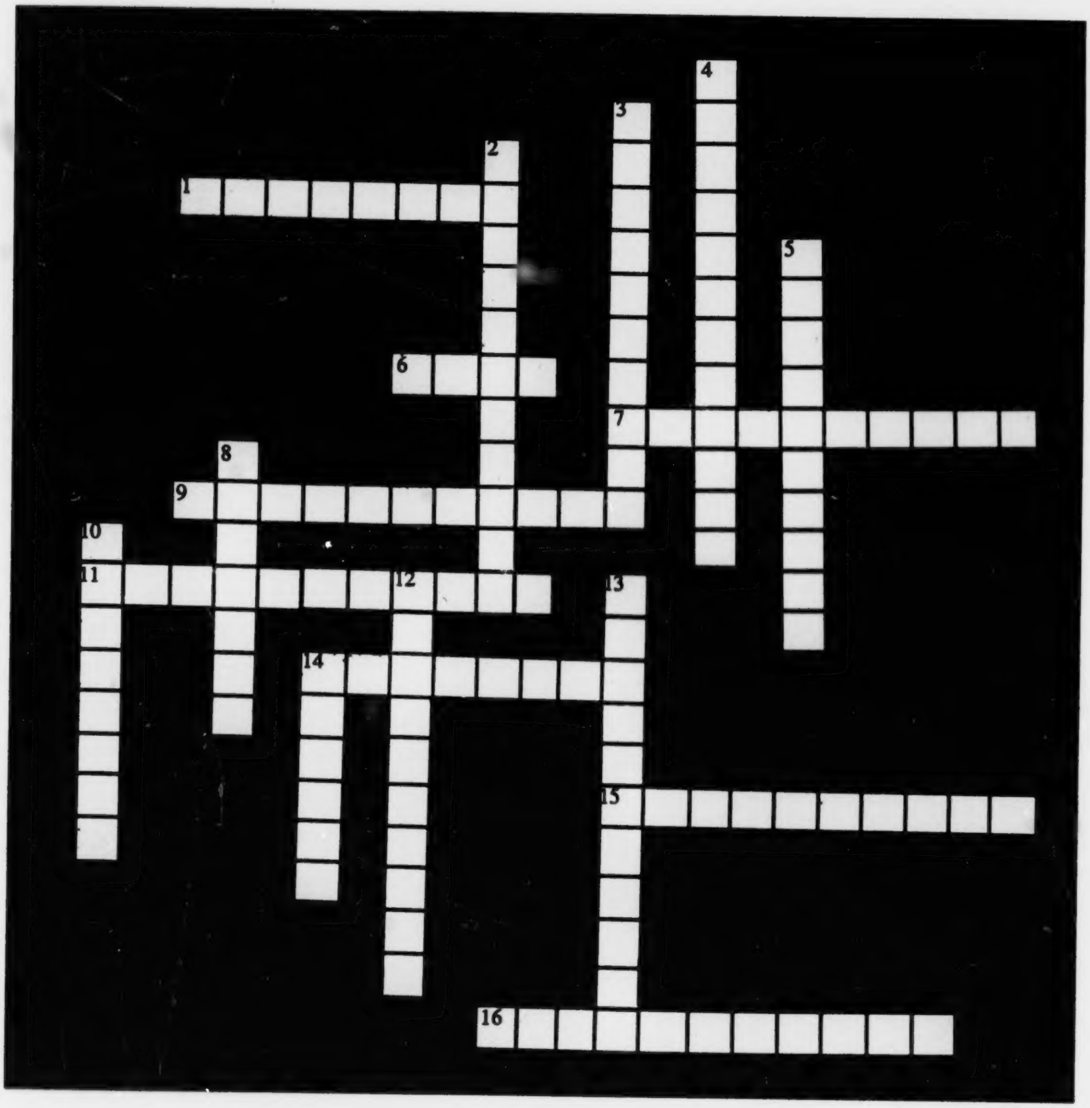
ACTIVITY 1-7

DIRECTIONS: Read each statement below. Distinguish between the myths and the realities by circling the T to the left of the statement if the statement is true (a reality) and by circling the F if the statement is false (a myth).

T F 1. Most older people live in nursing homes.
T F 2. Most older people are bored and lonely.
T F 3. Older people can live a healthy, physically active life.
T F 4. Most older people are interested in the opposite sex.
T F 5. Retirement brings about an early death.
T F 6. Services to older adults are always beneficial to the elderly.
T F 7. Most older people become senile.
T F 8. Most older people feel deeply about the losses in their life such as the loss of a spouse, their old jobs, and their deceased friends.
T F 9. Aging deterioration often is not obvious until very late in life.
T F 10. Older adults are often more innovative and open than younger people.
T F 11. All older people want is serenity and tranquility.
T F 12. Most older adults are lonely and isolated from family and friends.

ACTIVITY 1-8

DIRECTIONS: Fill in the crossword puzzle using the missing words from the clues related to realistic views of the elderly.



ACROSS

1. Many older people are _______________.

6. Patterns of aging _______________ among individuals.

7. Realistic views of the elderly will enable the care provider to recognize the _____________ of an elderly person.

9. _______________ percent of older people live in the community and are not institutionalized or in protective settings.

11. 'Old age' and 'brain damage' alone do not account for the changes seen or the mode of adaption of _____________ _____________.

14. The _______________ of older people is balanced by a more balanced view of the joys and sadness of life.

15. Many older people are _______________.

16. Human _______________ is unique and the differences are seen most clearly in later life.

DOWN

2. Older people who are _____________ may be painfully aware of the brevity of life.

3. Diseases, life experiences, socioeconomics, and other forces along with subjective experience of growing old and approaching death, all interweave to __________ to the picture of old age.

4. The _______ __________ should see the older person not as old first and a person second, but as a person with experience, who happens to be old.

5. Many older people are __________.

8. Older people are as ___________ as people in other periods of life.

10. Senior citizens ___________ to learn and change in response to experiences and human relationships.

12. Older people who are ____________ may be painfully aware of the brevity of life and its tragedies.

13. Elderly people are not a __________ group.

14. _____ ______ is characterized by complex changes that are multiple, occur rapidly, and have profound effects.

ACTIVITY 1-9

DIRECTIONS: To review the role of the elderly in various cultures, select the most appropriate word or words from the list that best complete the sentence and fill in each blank to complete the sentence.

care provider

elderly

ethnic

history

isolated

minority

minority group

religious faith

stereotypes

subculture

1. Every person has an __________ background.

2. A __________ __________ is a group differing from the majority of the population.

3. Many _________ groups bear the added burden of racial prejudice, language barriers, suspicion of bureaucratic processes, and difficulty obtaining needed health and other services.

4. Elderly persons practicing a particular _________ _________ may also feel discriminated against.

5. Each person or group of persons in the United States has a special _________ in relation to the American social system.

6. Because of the differences in language, appearance, customs, and work roles, __________ about each group were formed.

7. Each minority group belongs to a __________ that involves its own unique priorities, language differences, and coping mechanisms.

8. Because the experiences of the young generation of minority groups are different, the elderly are often __________ within their own minority group.

9. The __________ bring wisdom and experience to all cultures.

10. The __________ __________ should realize that each individual is unique regardless of ethnic background and should strive to gain the trust and confidence of the elderly person.

ACTIVITY 1-10

DIRECTIONS: To review the rights of the elderly, select the most appropriate word or words from the list that best complete the sentence and fill in each blank to complete the sentence.

decent housing

dignity

fair share

freedom from want

knowledge

live independently

moral and financial support

obtain employment

useful

1. The right to be ______________________________.

2. The right to ______________________________ based on merit.

3. The right to ______________________________ in old age.

4. The right to a ______________________________ of the community's recreational, educational, and medical resources.

5. The right to obtain ______________________________ suited to needs of later years.

6. The right to the ______________________________ of one's family so far as it is consistent with the best interest of the family.

7. The right to ______________________________ as one chooses.

8. The right to live and die with ______________________________ .

9. The right of access to all ______________________________ on how to improve the later years of life.

ACTIVITY 1-11

DIRECTIONS: Answer the following questions in the space provided.

1. What future trends associated with the elderly are predicted? Back up the predictions with facts from readings.

2. How might these predicted future trends associated with the elderly affect the care provider's work in assistance services for the elderly?

2 Chapter Two
Services And Legislation For The Elderly

COMPETENCIES TO DEVELOP

- Determine the services available to help meet the needs and interests of the elderly.
- Identify goals for providing services to help meet the arising needs of the elderly.
- Summarize legislation which affects the needs, interests, and rights of the elderly.
- Identify organizations concerned with legislation for the elderly.

OBJECTIVES TO ACHIEVE

- Describe the role of the care provider as a member of the helping team.
- Describe results of the national conferences on aging.
- Describe the types of services available for the elderly.
- Point out how to gain information on services available to senior citizens.
- Identify services for the elderly provided by community volunteers.
- Describe legislation which affects the elderly.
- Cite organizations which keep the elderly informed of new legislation.

One basic goal of the duties of a care provider is to meet the needs of the elderly. The role of care provider does not include making decisions for elderly persons, but rather assisting them in obtaining all of the information they need to make a decision.

This chapter will provide knowledge of services and legislation available to the care provider to help meet the needs, interests, and rights of the elderly.

ACTIVITY 2-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

AARP ______________________________

advocacy ______________________________

Aging Network ______________________________

AIM ______________________________

Alzheimer's disease ______________________________

Department of Health and Human Services ______________________________

enabler ______________________________

Friendly Visitor Service ______________________________

Gray Panthers ______________________________

Homemaker Services ______________________________

indirect services ______________________________

ombudsman ______________________________

RSVP ______________________________

SCORE ______________________________

Silver Haired Legislature ______________________________

SSI ______________________________

STEP ______________________________

Telephone Reassurance ______________________________

Texas Department of Aging ______________________________

VISTA ______________________________

Additional Terms

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ACTIVITY 2-2

DIRECTIONS: Write a paragraph (s) explaining the role of the care provider as a member of the helping team.

ACTIVITY 2-3

DIRECTIONS: Review the results of the national conferences on aging by completing the matching exercise. Match the conference achievement to the most appropriate action factors. Place the letter of the conference achievement in the blank to the left of each action factor.

ACTION FACTORS

____ 1. Provided Medicare and Medicaid

____ 2. Makes recommendations concerning the needs of the elderly

____ 3. Enacted the Age Discrimination in Employment Act

____ 4. Helps the elderly through grants given to states for community services, training, and research

____ 5. Established the Administration on aging and initiated federal grant programs to states to help the elderly remain active and independent

____ 6. Removed the mandatory retirement age for everyone except fire fighters, policemen, and tenured professors

CONFERENCE ACHIEVEMENT

A. Age Discrimination in Employment Act

B. Department of Health and Human Services

C. Federal Council on Aging

D. National Institute on Aging

E. Older Americans Act 1965

F. Social Security Act 1967

ACTIVITY 2-4

DIRECTIONS: Review six of the community, state, and federal services for the elderly. Summarize the type of service in the space provided. On the second line, list a source which provides the service. For example, Meals on Wheels could be a source providing nutritional services.

1. ____

____

Source: ____

2. ____

____

Source: ____

3. ____

____

Source: ____

4. ____

____

Source: ____

5. ____

____

Source: ____

6. ____

____

Source: ____

ACTIVITY 2-5

DIRECTIONS: Point out how to gain information on services available for the elderly by completing the following statements in the space provided.

1. The Information and Referral office maintained by the Texas Department on Aging provides accurate information on ____

____

____

____

____

____

2. Resources in the community to contact for general referral include ____________________

____

____

____

____

____

ACTIVITY 2-6

DIRECTIONS: Answer the following questions to identify services for the elderly provided by community volunteers.

1. Which of the community volunteer services have volunteers which agree to go to the houses and sit and talk with shut-in persons each week?

____

2. Which of the community services provide volunteers who telephone elderly people who have no relatives living nearby?

____

3. Identify a community volunteer service in the area where you are residing:

____

ACTIVITY 2-7

DIRECTIONS: Review highlights of current legislation which relate to the elderly by completing the following activity. For each item below, place the letter of the best answer in the blank to the left of the item.

____ 1. The Older Americans Act Amendments of 1984 places emphasis on targeting programs for the elderly in which of the following situations?
A. Low income minorities
B. Elderly with greatest social or economic needs
C. Average income levels
D. All income levels

____ 2. The act which makes private pension plans more equitable for women is the
A. Domestic Retirement Act of 1984
B. Retirement Reduction Act of 1984
C. Retirement Equity Act of 1984
D. Equity Programs Assistance Act of 1984

____ 3. Which of the following is not a feature of the Environmental Programs Assistance Act of 1984?
A. Conducting surveys of pesticides used in homes
B. Working with communities on toxic waste problems
C. Investigating complaints from nursing homes
D. Monitoring schools for asbestos

____ 4. Which of the following is not a feature of the Deficit Reduction Act of 1984?
A. Raised the Medicare Part B premium beginning 1987
B. Increased amount of assets an elderly person can have and be eligible for Supplemental Security Income
C. Decreased the Medicare Part B premium beginning 1987
D. Liberalized Supplemental Security Income eligibility requirements and some benefit amounts

____ 5. Supportive services and special consideration to victims of Alzheimer's disease and their families is one of the priority services of the
A. Older Americans Act Amendments of 1984
B. Environmental Programs Assistance Act of 1984
C. Domestic Volunteer Service Amendments of 1984
D. Deficit Reduction Act of 1984

ACTIVITY 2-8

DIRECTIONS: Complete the matching exercise to identify advocacy groups known for their effectiveness in informing legislators of needs of the elderly. Match the advocacy group to the appropriate definition. Place the letter of the advocacy group in the blank to the left of each definition. The letters can be used more than once.

DEFINITION

____ 1. Lobbies to increase Social Security and Medicare benefits

____ 2. Identifies legislative priorities desired by older persons

____ 3. Alerts older Americans to pending legislation that might affect the elderly

____ 4. Informs members about legislative issues of special concern to older persons

____ 5. Acts as a watchdog for the interests of older citizens

____ 6. Works to educate legislators about the need for improved pension coverages, national health insurance programs, tax reform, etc.

____ 7. Lobbies for the implementation of the desired priorities at the local or state level

____ 8. Is a politically active group

____ 9. Is a body composed of delegates elected by older persons

____ 10. Keeps abreast of programs for older persons

ADVOCACY

A. Action for Independent Maturity (AIM)

B. American Association of Retired Persons (AARP)

C. Gray Panthers

D. Silver Haired Legislature

3

Chapter Three
Job Opportunities In Services For The Elderly

COMPETENCY TO DEVELOP

- Analyze career and job opportunities in services for the elderly.

OBJECTIVES TO ACHIEVE

- Cite entry-level jobs in services for the elderly.
- Identify career and job opportunities in services for the elderly.
- Summarize the benefits and rewards of working with the elderly.

There are potential jobs for working with the elderly in every community. As an increasing percentage of the United States population (now about 12 percent) is 65 years or older, there will be a continuing need for services for the elderly.

This chapter will increase the individual's awareness of the various job opportunities in services for the elderly, and of the benefits and rewards of working with the elderly.

ACTIVITY 3-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

institutionalization ____

____

monetary ____

____

precedence ____

____

services for the elderly ____

____

Additional Terms

ACTIVITY 3-2

DIRECTIONS: Study the entry-level job opportunities in services for the elderly located in the reference book and answer the following exercises.

1. Circle the area you feel you would like to work in:

PERSONAL CARE DOMESTIC CHORES HEALTH CARE

2. Explain why you would like to work in this area: ____________________

3. Relate the competencies and skills learned in assistance services for the elderly to jobs and careers: ____________________

4. Why do people usually perform well on jobs they like? ____________________

ACTIVITY 3-3

DIRECTIONS: In the blanks provided, describe the experience, training, and/or education needed for the following categories of elder care jobs. Examples of jobs in each category are listed.

1. Entry-level
   - Caregiver/Enabler
   - Home Health Aid
   - Home Helper
   - Home Attendant
   - Care Provider
   - Care Giver

2. Semi-skilled
   - Child Development Aid
   - Social Work Aid
   - Long Term Care Facility Aid

3. Skilled
   - Licensed Practical Nurse (LPN)
   - Physician's Assistant (PA)
   - Social Worker

4. Nursing, Supervision/Management, Research
   - Registered Nurses
   - Long Term Care Facility Administrator
   - Administrator for Social Work
   - Director of Programs for Elderly
   - Public Welfare Administrator
   - Curriculum Consultant Project Director
   - Gerontologist Consultant/Director
   - Consultant Administrator

ACTIVITY 3-4

DIRECTIONS: Write a paragraph explaining the benefits and rewards of working with the elderly.

4

Chapter Four

Employee Qualifications

COMPETENCY TO DEVELOP

- Describe personal qualities which lead to job success in services for the elderly.

OBJECTIVES TO ACHIEVE

- Describe the factors affecting the physical capabilities helpful for working in services for the elderly.
- Identify attitudes important for the elder care employee.
- Describe the ethics needed by employees working in services for the elderly.
- Summarize desirable qualities needed by elder care employees.
- Identify good work habits which lead to job success in services for the elderly.
- Cite how time management contributes to accomplishing routine work efficiently.
- Summarize work simplification.

The employee working in services for the elderly needs certain physical capabilities, a positive attitude, moral principles, and good work habits.

This chapter will focus on the personal qualities which lead to job success in services for the elderly.

ACTIVITY 4-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

administer ______________________________

____

alignment ______________________________

____

confidentiality ______________________________

____

dependability ______________________________

____

empathy ______________________________

____

ethics ______________________________

____

patience ______________________________

____

stability ______________________________

____

susceptibility ______________________________

____

tactfulness ______________________________

____

Additional Terms

ACTIVITY 4-2

DIRECTIONS: In the spaces provided below, list four of the five physical factors that the care provider for the elderly should have. Write a brief description below each factor.

1. ______________________________:

____

____

2. ______________________________:

____

____

3. ______________________________:

____

____

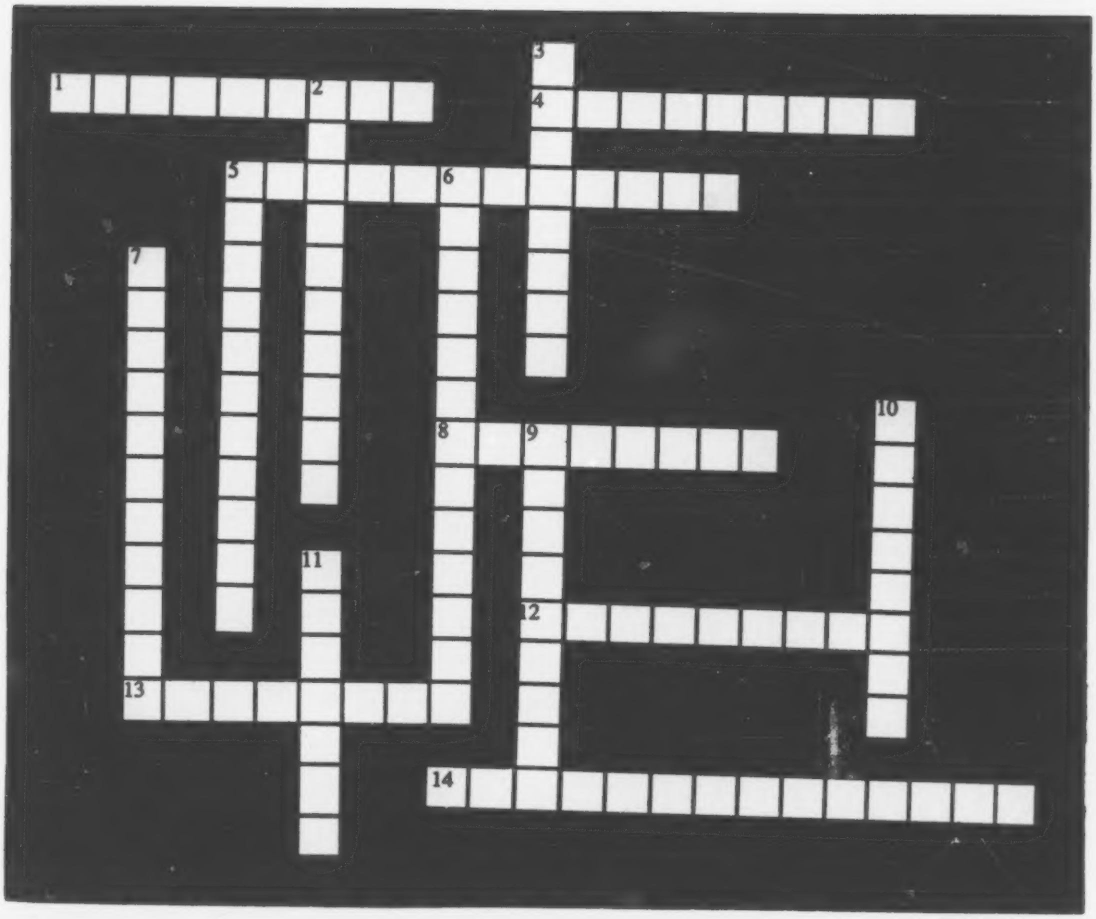
4. ______________________________:

____

____

ACTIVITY 4-3

DIRECTIONS: To identify attitudes important for the elderly care provider, complete the following crossword puzzle.



ACROSS

1. The ability to understand pressure and remain calm in crisis is known as ______________.
4. ______________ is the ability to grasp instructions and meet changing conditions.
5. The ability to display a warm and outgoing attitude toward others is ______________.
8. ______________ is the ability to be careful and meticulous, consistently avoiding mistakes.
12. The ability to have a fair and objective attitude toward those whose opinions, practices, race, religion, or nationality differ from one's own is ______________.
13. The ability to share the feelings of another, especially in sorrow and trouble is known as ____________.
14. The ability to accept one's obligations, answer for one's conduct and actions, and deserve the trust or confidence of others is ______________.

DOWN

2. _____________ is the ability to be a self-starter rather than waiting to be told by others when, where, how, and what to do.
3. ______________ is the ability to bear provocation, annoyance, misfortune, what is disagreeable or what requires effort without complaint, loss of temper, or irritation.
5. ______________ is the ability to adjust to meet new needs or a changing situation.
6. ______________ is the ability to do a required task well without direction.
7. ______________ is the ability to do and say the right thing at the right time.
9. The ability to be polite and considerate and to cooperate with others is the ability to be ______________.
10. ______________ is the ability to give respect and special regard to others.
11. ______________ is the ability to be aware of and understand another's feelings.

ACTIVITY 4-4

DIRECTIONS: Write a paragraph that describes the ethics needed by employees working in services for the elderly.

ACTIVITY 4-5

DIRECTIONS: Answer the following exercise in the space provided.

What are the most important qualities needed by a care provider working in assistance services for the elderly?

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

ACTIVITY 4-6

DIRECTIONS: Unscramble the following words related to good work habits. After discovering the word, write it on the broken lines. Briefly describe each answer on the solid line.

1. pmontrspes dan entanatecd

___________ ___ __________

2. odog seu fo rokw meit

____ ___ __ ____ ____

3. esu fo orppre gnualgea

___ __ ______ ________

4. f di nenc t oi la   fin mor t inao

_ _ _ _ _ _ _ _ _ _ _ _   _ _ _ _ _ _ _ _ _ _ _

5. dnha   awhisgn

_ _ _ _   _ _ _ _ _ _ _

ACTIVITY 4-7

DIRECTIONS: List the eight general rules for reducing fatigue and increasing the amount of work to be done. Write each rule in the space provided to the right of the number. In the space provided below each rule, explain how each rule might help the care provider accomplish routine work efficiently.

1. ____________________

2. ____________________

3.

4.

5.

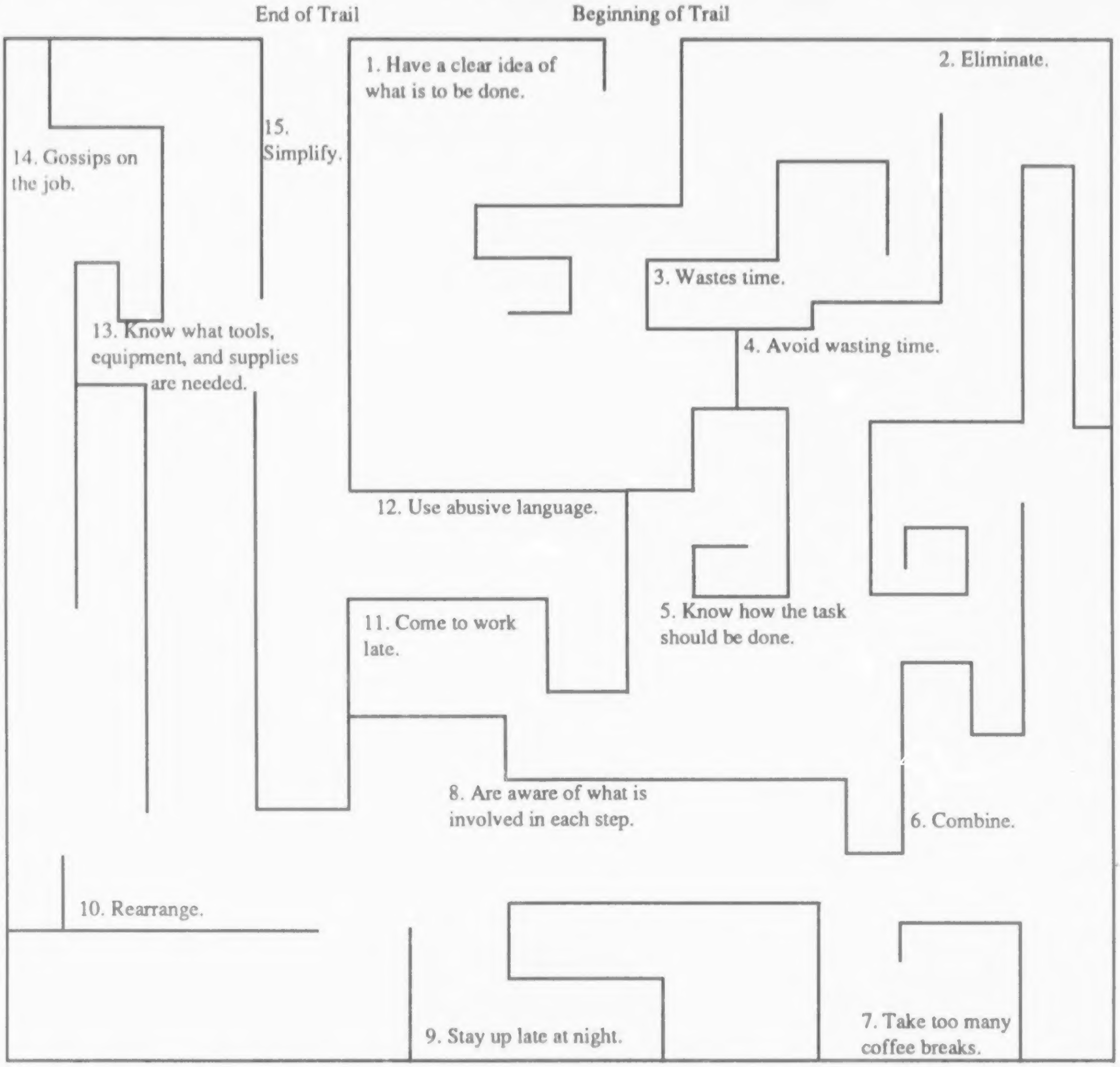
6.

7.

8.

ACTIVITY 4-8

DIRECTIONS: Work simplification can lead to more efficient work. To simplify work, follow the trail through the maze below. If you take the best route for work simplification, you will reach the end of the trail. Use a pencil to trace your path. Good luck!


End of Trail
Beginning of Trail
1. Have a clear idea of what is to be done.
2. Eliminate.
3. Wastes time.
4. Avoid wasting time.
5. Know how the task should be done.
6. Combine.
7. Take too many coffee breaks.
8. Are aware of what is involved in each step.
9. Stay up late at night.
10. Rearrange.
11. Come to work late.
12. Use abusive language.
13. Know what tools, equipment, and supplies are needed.
14. Gossips on the job.
15. Simplify.

In your own words summarize the process of work simplification.

5

Chapter Five

Physical Needs Of The Elderly

COMPETENCIES TO DEVELOP

- Point out the physical needs of the elderly.
- Determine the physical changes which occur with aging.
- Analyze the measures to lessen the effects of physical changes in the elderly person.

OBJECTIVES TO ACHIEVE

- Describe the physical needs of the aging person.
- Cite factors which affect the process of aging.
- Summarize the physical changes that typically occur as a person ages.
- Describe signs to look for when observing physical changes.
- Find measures to lessen the effects of physical changes in the elderly person.

To better understand the behavior of the elderly person, it is necessary for the care provider to know about the changes that normally occur in the body as people age. The physical changes can have an important effect on attitudes, self concept, and abilities to perform.

This chapter will help the elder care provider to better understand the physical needs of the elderly, the behavior which may result from physical changes, and the measures to lessen the effects of physical changes of the elderly.

ACTIVITY 5-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

cardiovascular ____________________

digestive system ____________________

muscular system ____________________

paradox ____________________

respiratory system ____________________

skeletal system ____________________

urinary system ____________________

Additional Terms

574

ACTIVITY 5-2

DIRECTIONS: In the space provided, write a paragraph(s) describing the physical needs of the aging person.

ACTIVITY 5-3

DIRECTIONS: List the factors which affect the process of aging. In the space provided below each factor, briefly explain.

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

____

6. ______________________________

____

____

7. ______________________________

____

____

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ACTIVITY 5-4

DIRECTIONS: To summarize the physical changes that typically occur as a person ages, complete the following activity. For each statement that you agree with, put an X in the blank labelled "agree." For each statement that you disagree with, put an X in the blank labelled "disagree." Then write a one-sentence statement defending your answer in the space below each statement.

1. Gray or thinning hair is one of the most noticeable distinctions of old age.

_____ Agree _____ Disagree

____

____

2. Body maintenance becomes easier with old age.

_____ Agree _____ Disagree

____

____

3.Skin often becomes less elastic with old age.

_____ Agree _____ Disagree

____

____

4. Varicose veins become more prevalent with old age.

_____ Agree _____ Disagree

____

____

5. Proper exercise and diet can increase the life and productivity of the cardiovascular and respiratory systems.

_____Agree _____ Disagree

____

____

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6. The digestive system does not experience change through the aging process.

_____ Agree _____ Disagree

____

____

7. Loss of muscle control contributes to problems in the urinary system.

_____ Agree _____ Disagree

____

____

8. The skeletal system does not age because bones cannot deteriorate.

_____ Agree _____ Disagree

____

____

9. Muscle tissue breaking down, muscles becoming less elastic, and reflexes slowing down are all signs of an aging muscular system.

_____ Agree _____ Disagree

____

____

10. The five senses are not affected as people grow older.

_____ Agree _____ Disagree

____

____

11. Movement sometimes becomes more difficult due to decreased amounts of strength and energy.

_____ Agree _____ Disagree

____

____

ACTIVITY 5-5

DIRECTIONS: Review the trouble signs the care providers should watch for when caring for the elderly by completing the matching exercise. Match the trouble sign with the appropriate location on the body. Place the letter of the trouble sign in the blank to the left of each body location.

BODY LOCATION

____ 1. Inability to breathe clearly through the nose

____ 2. Swelling, tenderness, pain, or cramps

____ 3. Redness, swelling, odor, or discharge in or near the genitals.

____ 4. Swelling, unable to turn neck from side to side

____ 5. Sores, dryness, brittle hair

____ 6. Ability to move, including high reach and tight grasp; fingernails with a bluish tinge

____ 7. Drainage, sores behind the ears, changes in hearing

____ 8. Mouth odor, sores or cracks on the lips, poor condition of the gums and teeth

____ 9. Swelling at lower back or hips, white or red patches that indicate potential pressure sores

____ 10. Sores on heels and the bones at the ankle, difference in color, ingrown toenails

____ 11. Noisy breathing, cannot cough deeply; both sides of the chest do not move together with each breath; rash or irritation under the breasts

____ 12. Ability to move, including the distance kicked frontwards, sideways, and backwards; swelling or redness of knees and ankles

____ 13. Red or sore eyelids and rims of eye, clouding in the eyes; different-sized pupils

TROUBLE SIGNS

A. Abdomen

B. Arms and hands

C. Back

D. Between the legs

E. Chest

F. Ears

G. Eyes

H. Feet

I. Hair and scalp

J. Legs

K. Mouth

L. Neck

M. Nose

ACTIVITY 5-6

DIRECTIONS: Select the preventive measure most likely to lessen the effects of physical changes in the elderly. Place the letter of the appropriate preventive measure in the space provided.

____ 1. Which of the following is suggested for preserving the life of the cardiovascular system?

A. Large amounts of sleep
B. Diet and exercise

____ 2. Which of the following is suggested for improving circulation?

A. Take an aspirin a day
B. Provide warmth

____ 3. Which of the following is suggested for regulating circulation and preventing infection?

A. Proper diet
B. Excessive exercise

____ 4. Which of the following is suggested for a person with respiratory problems?

A. Access to a heating pad
B. Large amounts of sleep

____ 5. Which of the following is suggested for people with respiratory disorders?

A. Larger amounts of food
B. Smaller amounts of food

____ 6. Which of the following is suggested for lessening the effects of physical changes in the elderly person?

A. Balanced diet, exercise, and rest
B. Drugs and medication

6

Chapter Six
Emotional Needs Of The Elderly

COMPETENCIES TO DEVELOP

- Point out the emotional needs of the elderly.
- Determine factors which may cause changes in the emotional well-being of an elderly person.
- Examine emotional problems of the elderly.
- Analyze ways to help the elderly person with emotional adjustments.

OBJECTIVES TO ACHIEVE

- Identify the emotional needs of the elderly.
- Describe how human needs affect the emotional well-being of the elderly.
- Summarize ways to help ease feelings of threatened needs experienced by the elderly.
- Summarize the changes/losses that may affect the emotional well-being of an older person.
- Identify emotional problems of the elderly.
- List factors which may promote emotional adjustments to losses.
- Describe ways a care provider can help an older person adjust to changes.

Everyone, regardless of age, has the same basic emotional needs–the need to feel comfortable with themselves and the world around them. Since human needs may affect emotional well-being, it is important for a care provider to be aware of what the needs are and the ways in which he or she can help the elderly from feeling as if these needs are being threatened.

This chapter will help the elder care provider to better understand the emotional needs and problems of the elderly and the factors which cause changes in their emotional well-being; and will enable the care provider to analyze ways to help the elderly person with emotional adjustments.

ACTIVITY 6-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

anxiety ____________________

apathy ____________________

depression ____________________

grief ____________________

hypochondria ____________________

loneliness ____________________

Maslow's hierarchy ____________________

paranoia ____________________

physical survival ____________________

safety and security ____________________

self-fulfillment ____________________

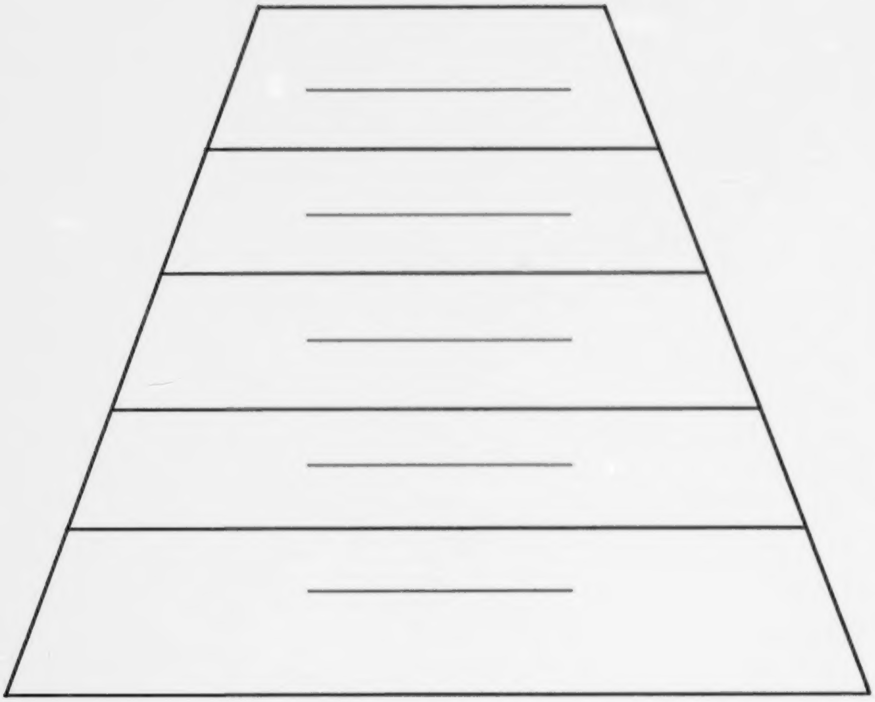
self-worth ____________________

social isolation ____________________

Additional Terms

ACTIVITY 6-2

DIRECTIONS: Identify the emotional needs of the elderly by completing the chart of Maslow's hierarchy of human needs. Write the need on the solid line provided. Write a brief description of the need in the space below the need. Write the basic need at the base of the triangle and proceed up to the most advanced need as ranked by Abraham Maslow.



ACTIVITY 6-3

DIRECTIONS: Write a paragraph(s) describing how human needs affect the emotional well-being of the elderly.

ACTIVITY 6-4

DIRECTIONS: Answer the following statements to summarize how the care provider can help to ease feelings of threatened needs experienced by the elderly.

1. The care provider can help to reduce anxiety in the older person by:

A. ______________________________

____

B. ______________________________

____

2. The following are ways the care provider can help older persons have good feelings about themselves:

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

3. The care provider can help the elderly with reactions to grief by:

A. ____
____

B. ____
____

C. ____
____

4. The care provider can help the elderly person feel emotionally safe and secure by:

A. ____
____

B. ____
____

C. ____
____

D. ____
____

E. ____
____

5. A care provider can help elderly persons feel loved by:

A. ____
B. ____
C. ____
D. ____
E. ____

6. A care provider can help elderly persons feel worthwhile by:

A. ____

____

____

B. ____

____

____

C. ____

____

____

D. ____

____

____

E. ____

____

____

7. The care provider can best encourage and promote self-fulfillment in the older person by:

A. ____

____

B. ____

____

C. ____

____

ACTIVITY 6-5

DIRECTIONS: Review the factors which may effect the emotional well-being of an older person by completing the matching exercise. Place the letter of the loss which may affect emotional well-being with the most appropriate description.

DESCRIPTION OF LOSS

____ 1. Gradual slowing down of the aging process

____ 2. Outliving spouse, friends, or family

____ 3. Reduction in the amount of money available

____ 4. Feeling of not being needed, lessened self-satisfaction, fewer responsibilities

____ 5. Giving up a house, familiar surroundings. etc.

____ 6. Declining vision, loss of hearing, smell and taste deficits

LOSSES AFFECTING EMOTIONAL WELL-BEING

A. Income

B. Physical Functioning

C. Possessions

D. Relationships

E. Sensory Changes

F. World of Work-

ACTIVITY 6-6

DIRECTIONS: Identify emotional problems of the elderly by selecting the emotional and physical symptoms for the emotional feeling. Place the letter of the emotional feeling in the space provided by each emotional symptom and by each physical symptom. The letters can be used more than once.

EMOTIONAL SYMPTOMS

___ 1. Sadness, feeling blue, crying spells

___ 2. Overconcern for one's emotional health

___ 3. Sense of unreality, feeling of increased distance from other people, guilt and hostile feelings

___ 4. Insomnia, complaining, fatigue, hostility, pacing, inability to sit still, nervous mannerisms

PHYSICAL SYMPTOMS

___ 5. Physical complaints that have no medical basis

___ 6. Decreased appetite and weight, constipation, heart palpitations, fatigue, slowing of movements, agitation

___ 7. Increased pulse rate and blood pressure, frequency of urgent urination

___ 8. Numbness, shortness of breath, tightness of throat, choking, sobbing, sighing, exhaustion, weakness, digestive upset, insomnia, and loss of appetite

EMOTIONAL FEELINGS

A. Anxiety

B. Depression

C. Grief

D. Hypochondria

ACTIVITY 6-7

DIRECTIONS: Answer the following question in the space provided.

1. The care provider may be able to help older people adjust to losses affecting emotional well-being by:

A. ____

____

B. ____

____

C. ____

____

ACTIVITY 6-8

DIRECTIONS: Answer the following questions in the space provided.

1. How might the care provider help the older person deal with social isolation?

2. How can the care provider help to reduce loneliness among older people?

3. How might the care provider help the older person avoid paranoia?

7

Chapter Seven
Mental Needs Of The Elderly

COMPETENCIES TO DEVELOP

- Point out the mental needs of the elderly.
- Determine factors which may cause change in the mental abilities of the elderly.
- Analyze ways to help the elderly person with mental disorders.

OBJECTIVES TO ACHIEVE

- Identify the mental disorders of the aged.
- Identify ways to care for the needs of the mildly and very confused older person.
- List factors which can cause change in the mental abilities of the elderly.
- Define the types of memories which may be affected by an illness or health problems.
- Describe the common mental changes that may occur among the elderly.
- Summarize ways to carry out reality orientation.

It is a common belief that as people go through the aging process there is a decline in mental capacity; however, studies show that the decline is not a result of the aging process but rather from inadequate nutrition, illness, heredity, improper use of medications, disease, alcohol, or isolation.

This chapter will help the care provider to better understand the mental needs of the elderly.

ACTIVITY 7-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

functional disorder ______________________________

____

long-term memory ______________________________

____

organic disorder ______________________________

____

reality orientation ______________________________

____

short-term memory ______________________________

____

very long-term memory ______________________________

____

Additional Terms

582

ACTIVITY 7-2

DIRECTIONS: List the two kinds of mental disorders often suffered by the elderly person. Write the names of the disorders, descriptions, and treatments in the space provided.

1. Disorder: ______________________________

Description: ______________________________

____

Treatment(s): ______________________________

____

2. Disorder: ______________________________

Description: ______________________________

____

Treatment(s): ______________________________

____

ACTIVITY 7-3

DIRECTIONS: Identify the appropriate care needed for the mildly confused older person and the very confused older person by completing the chart below. Read the type of care needed. Place an X in the space provided to indicate the type of person needing the care.

CARE NEEDED	TYPE OF PERSON NEEDING CARE	
1. Help person to be independent.	___ mildly confused	___ very confused
2. Tell person who they are.	___ mildly confused	___ very confused
3. Remind person that they do not have to go to work.	___ mildly confused	___ very confused
4. Remind person of a relative that is about to have a birthday or special holiday, etc.	___ mildly confused	___ very confused

CARE NEEDED	TYPE OF PERSON NEEDING CARE	
5. Remind person to take medication at proper time.	___ mildly confused	___ very confused
6. Remind person to stick to schedule or routine.	___ mildly confused	___ very confused
7. Remind person that he or she is not in the past.	___ mildly confused	___ very confused
8. Remind person to follow doctor's orders.	___ mildly confused	___ very confused
9. Do not leave the person alone.	___ mildly confused	___ very confused
10. Keep a watchful eye on the person.	___ mildly confused	___ very confused

ACTIVITY 7-4

DIRECTIONS: List the factors which may cause an elderly person to experience memory loss or to become confused. Place the appropriate answers on the broken lines. Some of the letters of the words are provided to help in making the list.

1. _ _ a _ _ _ _ _ _ _   _ _ _ r _ _ _ _ _

2. _ _ _ _ _ _ s _

3. _ _ _ _ d _ _ _

4. D _ _ _ _ _ _

5. _ _ _ _ _ _ l

6. _ _ o _ _ _ _ _ _

7. _ m _ _ _ _ _ _   _ s _   o _   _ _ _ _ _ _ _ _ _ _

584

ACTIVITY 7-5

DIRECTIONS: Review the types of memory loss the older person may experience due to the lack of oxygen reaching the brain. In the space provided, write the type of memory loss, a brief definition, and give an example of each.

1. TYPE: ______________________________

DEFINITION: ______________________________

____

EXAMPLE: ______________________________

____

2. TYPE: ______________________________

DEFINITION: ______________________________

____

EXAMPLE: ______________________________

____

3. TYPE: ______________________________

DEFINITION: ______________________________

____

EXAMPLE: ______________________________

____

ACTIVITY 7-6

DIRECTIONS: Write a brief description of the common mental changes that may occur among the elderly.

____

____

____

____

____

ACTIVITY 7-7

DIRECTIONS: Summarize ways to carry out reality orientation by answering the following the exercise. Circle the letter T if the statement is true reality orientation. Circle the letter F if the statement is false.

T F 1. Call the person by name and remind the person of the names of others.

T F 2. Avoid standing or hanging photographs of relatives because it may depress the older person.

T F 3. Keep a large colorful list of daily activities in clear view to keep the confused person on routine.

T F 4. Keep visual reminders of the correct time and date where the person can easily see them.

T F 5. Use short sentences and make directions simple.

T F 6. Place the person's bed or favorite chair near a window when possible so the changes of season and time of day can be seen.

T F 7. Allow the confused person to ramble occasionally if it keeps them happy.

T F 8. Argue about what is real or imagined when a confused person distorts reality to stimulate the person's thinking.

T F 9. Keep the confused person in touch with reality by being consistent, firm, and sincere.

T F 10. Hang a bulletin board for tacking up reminders of the real world.

8 Chapter Eight
Social Needs Of The Elderly

COMPETENCIES TO DEVELOP

- Determine how social changes affect the elderly.
- Determine how to meet the social needs of the elderly.
- Analyze ways to help the elderly person adjust to social changes.

OBJECTIVES TO ACHIEVE

- Summarize the theories associated with the social changes of old age.
- Explain ways in which social changes may affect the elderly.
- Explain the importance of fulfilled social needs among the elderly.
- Identify ways to meet the social needs of the elderly.
- Describe the various types of social roles important to the elderly.
- Identify ways in which the elderly can adjust to social changes by becoming involved.
- Explain how the care provider can help the elderly person adjust to social changes.

As people grow older there is a gradual reduction of their social roles of spouse, parent, grandparent, friend, employee, or churchgoer, and, without them, feelings of alienation or of not belonging may result. The care provider can be of great help by encouraging participation in or even helping provide social activities for the elderly.

This chapter will help the care provider to better understand the social needs of the elderly.

ACTIVITY 8-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

activity theory

disengagement theory

social role

Additional Terms

ACTIVITY 8-2

DIRECTIONS: Summarize the theories associated with the social changes of old age by completing the following exercise. Read each factor. If the factor supports the Activity Theory, place the letter A in the space provided. If the factor supports the Disengagement Theory, place the letter D in the space provided.

____ 1. Older people have an inner desire to maintain the activities that they may be forced to give up.

____ 2. Gradual separation from family, friends, and the community.

____ 3. This theory prepares one for death.

____ 4. Some reduction in activity is expected with age, but maintaining activity is also expected.

____ 5. Parents become less interested in the activities of their offspring.

____ 6. Declines in activity that occur are associated with lower levels of satisfaction, contentment, and happiness.

____ 7. Grown children would no longer need their parents.

____ 8. Society would no longer need the retired worker or a semi-active homemaker.

____ 9. People who age most successfully maintain a high degree of involvement in life.

____ 10. Older persons would become less interested in what occurred in society.

____ 11. When given a choice, the older person wants to be involved in activity.

____ 12. Most older individuals maintain a stable level of activity throughout life.

Which theory does today's philosophy of social changes for the elderly support and why?

____

____

____

____

____

ACTIVITY 8-3

DIRECTIONS: Review the ways in which social changes may affect the elderly by completing the following activity. Read each statement. If the statement is true, circle the letter T to the left of the statement, and if the statement is false, circle the letter F to the left of the statement.

T F 1. Feelings of alienation or of not belonging may result as people grow older.

T F 2. As people grow older there is a gradual reduction in social roles.

T F 3. Elderly people should not be encouraged to participate in social activities.

T F 4. It is better if the elderly person gradually separates from family, friends, and the community in order to prepare for death.

T F 5. Grown children no longer need their parents and the parents no longer need them.

T F 6. If society no longer needed the retired worker, older people would become less interested in what occurred in society.

T F 7. People who maintain a high degree of involvement in life age more successfully.

T F 8. Declines in activity are often the result of lower levels of satisfaction, contentment, and happiness.

T F 9. Most elderly people resist involvement in activity.

T F 10. It is important that the elderly feel as if they belong so that life can be filled with meaning and purpose.

ACTIVITY 8-4

DIRECTIONS: In the space provided, explain the importance of fulfilled social needs among the elderly. Give four examples.

____

____

____

____

____

EXAMPLES: ______________________________

____

ACTIVITY 8-5

DIRECTIONS: Unscramble the following words to identify ways to meet the social needs of the elderly. Then unscramble the circled letters to complete the sentence which follows.

1. z in t aagi ro nso

_ _ _ _ _ ○ _ _ _ _ _ ○ _

2. unvt er oe l gor rp mas

○ _ _ _ _ _ ○ _ _   _ _ ○ _ _ _ _ _

3. mumc not i y jporcest

_ _ _ ○ _ _ _ _ _   _ _ _ _ ○ _ _

4. l eir iguos gn roa zit on ias

_ _ ○ _ _ _ _ _ _   _ _ _ _ ○ _ _ _ _ _ _ _ _

5. l i opi t al c mi et nevvnol

_ _ _ _ ○ _ _ _ _   _ _ ○ _ _ _ _ _ _ _ _

The elder care provider can often help an elderly person by encouraging _ _ _ _ _ _ _ _ _ _ _ in new activities.

C01

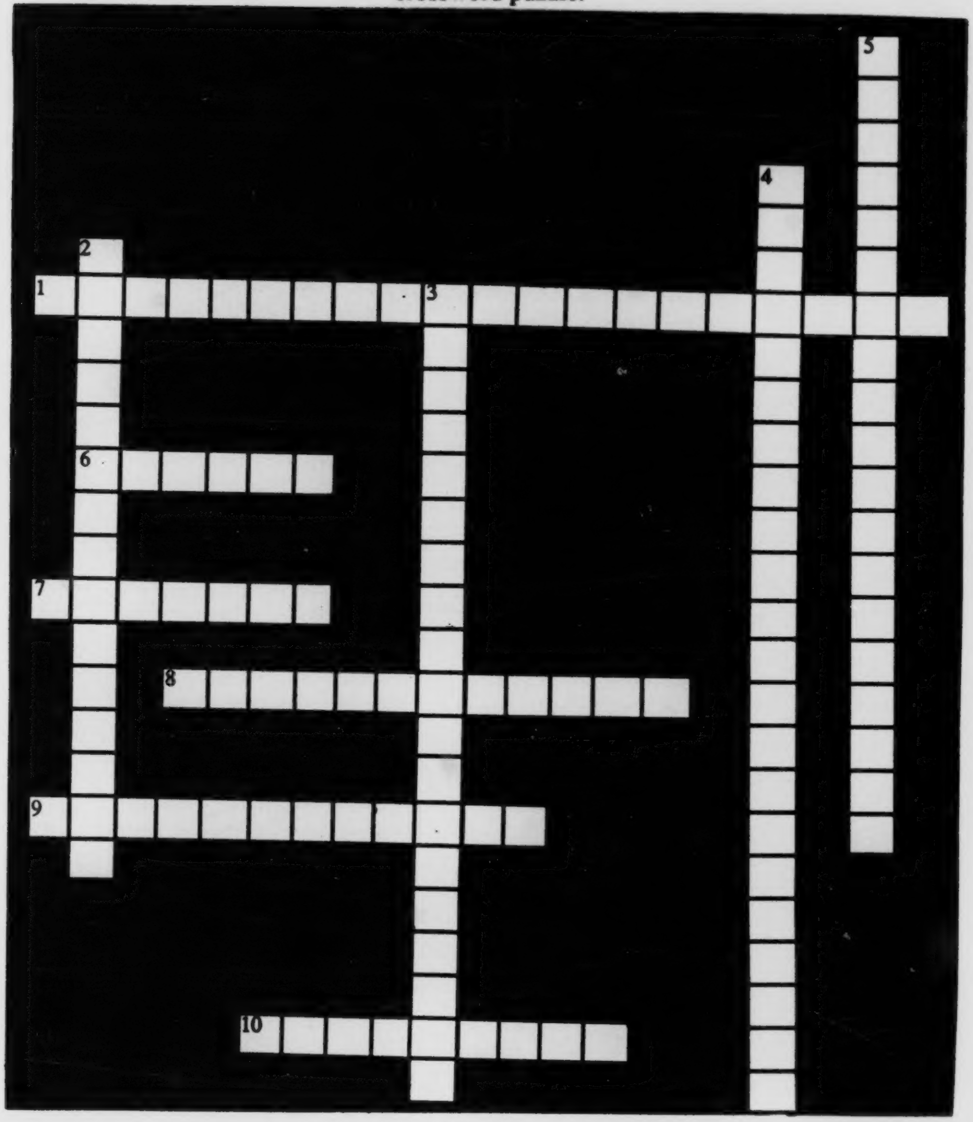
ACTIVITY 8-6

DIRECTIONS: List ten types of social roles that are important to the elderly. In the next column, define or give a brief description of each. Write your answers in the space provided.

SOCIAL ROLES	DESCRIPTION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

ACTIVITY 8-7

DIRECTIONS: To identify ways in which the elderly can adjust to social changes, complete the following crossword puzzle.



ACROSS

1. Making daily phone calls to other older people who live alone.
6. Making or working on favorite things.
7. Researching and recording town's history in a local paper.
8. Helping to plan or organize a party.
9. Having weekly storytelling hours for neighborhood children.
10. Planting flowers and caring for house plants.

DOWN

2. __________ __________ are ways of helping their communities.
3. Devotion and prayer are a major part of many older people's lives.
4. Helping with parties, plays, and tutoring.
5. Making phone calls to encourage voter registration.

ACTIVITY 8-8

DIRECTIONS: Read each statement relating to how the care provider can help the elderly person adjust to social changes. If the statement is true, circle the letter T to the left of the sentence. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. The care provider can best help an elderly person adjust to changes in social roles by helping them to remain involved.

T F 2. The care provider should encourage involvement in relationships, organizations, and activities.

T F 3. Community service projects are too tedious and time consuming for the elderly person to get involved in.

T F 4. Elderly people should avoid participating in political activities.

T F 5. Bible study, gardening, and reading circles are examples of social groups for the elderly.

T F 6. Devotions and prayers are not very important to most elderly persons.

T F 7. It is becoming a growing trend to involve elderly persons in local schools.

T F 8. The care provider should not assist the elderly person in writing letters to friends or family because they should be independent.

T F 9. The care provider can help the elderly person keep a birthday file so friends and relatives are not forgotten.

T F 10. The care provider should follow the wishes of the elderly person when organizing and making plans for social functions.

9

Chapter Nine
Housing Considerations Of The Elderly

COMPETENCIES TO DEVELOP

- Demonstrate a better understanding of the housing needs of the elderly.
- Compare the various housing alternatives available to the elderly.

OBJECTIVES TO ACHIEVE

- Explain how housing alternatives available to the elderly affect the duties of the care provider.
- Identify considerations of the elderly when choosing appropriate housing.
- Describe the different housing alternatives available to the elderly.
- Identify the advantages and disadvantages of each of the housing alternatives.
- Give examples of special design features that can be incorporated to aid the elderly in their homes.

Housing alternatives available to the elderly also affect the various duties of the care provider. For example, helping to plan and cook meals will often be necessary in a private home or cooperative; but in a retirement village or nursing home meals are often prepared by the facility or eaten out.

This chapter will give the care provider a better understanding of the housing needs of the elderly.

ACTIVITY 9-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

aspiration ______________________________

condominium ______________________________

cooperative ______________________________

deteriorating ______________________________

Elder Cottage Housing Opportunity (ECHO) ______________________________

____

environment ______________________________

equity ______________________________

fixed incomes ______________________________

housing alternatives ______________________________

Housing and Urban Development (HUD) ______________________________

____

mobile home ______________________________

nursing home ______________________________

proximity ______________________________

retirement villages (or communities) ______________________________

____

shared housing ______________________________

thresholds ______________________________

Additional Terms

ACTIVITY 9-2

DIRECTIONS: Write a paragraph(s) explaining how housing alternatives available to the elderly affect the duties of the care provider.

ACTIVITY 9-3

DIRECTIONS: List ten of the considerations of the elderly when choosing appropriate housing. Justify each consideration listed in the space provided.

1. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

2. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

3. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

4. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

5. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

6. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

7. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

8. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

9. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

10. CONSIDERATION: ______________________________

____

JUSTIFICATION: ______________________________

____

ACTIVITY 9-4

DIRECTIONS: Review the different housing alternatives available to the elderly by completing the following activity. For each item below, place the letter of the best answer in the blank to the left of the item.

____ 1. A ______________ offers a wide range of housing options to the elderly.

A. cooperative
B. retirement village
C. condominium
D. mobile home

____ 2. ______________ give protective, personal, and custodial care to the elderly.

A. condominiums
B. mobile homes
C. retirement villages
D. nursing homes

____ 3. In ______________, an apartment or unit is purchased within a framework of a high-rise apartment building or complex of buildings.

A. cooperatives
B. nursing homes
C. condominium
D. mobile homes

____ 4. ______________ provide (s) housing for more than one elderly person at a monthly rate.

A. shared housing
B. ECHO housing
C. low-income housing
D. cooperatives

____ 5. ______________ are an option for older people who are willing to work with other owners and want to build up equity in living accommodations.

A. mobile homes
B. nursing homes
C. condominiums
D. cooperatives

____ 6. _____________ is/are federally sponsored, age-segregated public housing units.

A. ECHO housing
B. nursing homes
C. low-income housing
D. cooperatives

____7. Everything has been included in the purchase price (the home, its furnishings, etc.) in the type of housing known as ______________.

A. condominiums
B. mobile homes
C. shared housing
D. retirement villages

____8. ______________ is a housing arrangement that offers older persons an opportunity to live within close proximity to individuals who can help them maintain independence and privacy.

A. ECHO housing
B. shared housing
C. low-income housing
D. retirement village

612

ACTIVITY 9-5

DIRECTIONS: Identify an advantage and a disadvantage for each type of housing available for the elderly. Write the answers in the appropriate column on the chart.

HOUSING	ADVANTAGE	DISADVANTAGE
1. Retirement village		
2. Condominium		
3. Cooperative		
4. Shared housing		
5. Mobile homes		
6. Low-income housing		
7. ECHO housing		
8. Nursing homes		
9. Living with relatives		

ACTIVITY 9-6

DIRECTIONS: Review the special design features that can be incorporated to aid the elderly in their homes. Read each statement and select the most appropriate answer from those listed below.

balconies
colors and textures
commodes
doors and passageways
electrical outlets
garden plots
glare
glass
grab bars
lighting
nonslip
porches
shelves
showers
single story or ground floor
sliding doors and lever handles
washable
windows

1. Strong contrasting ______________ and ______________ could help those with vision problems.

2. ______________ should be eliminated because it has an adverse effect on the vision of the aged.

3. Artificial ______________ should be increased for elderly people as much as possible.

4. Larger amounts of ______________ and more ______________ are beneficial to older eyes.

5. It is easier for older people who have arthritis to use ______________ and ______________.

6. ______________ floor finishes are best for safety purposes.

7. ______________ and ______________ should be wide enough to accommodate a wheelchair.

8. ______________ or ______________ residences are best for persons with limited mobility.

9. ______________, ______________, or ______________ are important for potted plants and recreational features.

10. ______________ should be slightly higher than normal.

11. ______________ are generally preferable to bathtubs from a standpoint of safety.

12. Bathrooms need to be equipped with ______________ for safety.

13. ______________ surfaces are conductive to easy maintenance.

14. ______________ should be at table level to prevent bending over.

15. ______________ should be no lower than 18 inches above the floor and no higher than 63 inches.

10

Chapter Ten Transportation

COMPETENCY TO DEVELOP

- Determine the care provider's role in helping the elderly with transportation needs.

OBJECTIVES TO ACHIEVE

- Point out why transportation is often a problem with the elderly.
- Explain legal responsibilities when driving.
- Point out the different types of public transportation.

As the elderly grow older, transportation may become more of a problem. Besides chauffeuring the elderly, the care provider should be able to suggest public transportation and other transportation services available to the elderly.

This chapter will focus on the care provider's role and responsibilities in helping the elderly with transportation needs.

ACTIVITY 10-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

liable ____

____

Additional Terms

C16

ACTIVITY 10-2

DIRECTIONS: Write a paragraph(s) explaining why transportation is often a problem for the elderly. Give three examples of situations which support your answer.

ACTIVITY 10-3

DIRECTIONS: Explain the legal responsibilities of concern to the care provider by reading the situations and answering the questions in the space provided.

SITUATION A: If the care provider-chauffeuring or driving his or her own personal vehicle-has an accident, who is held liable for any damages?

SITUATION B: If the care provider is driving the elderly person's automobile and has an accident, who is held liable for any damages?

ACTIVITY 10-4

DIRECTIONS: Point out the different types of transportation available to the elderly by completing the matching exercise. Match the type of transportation to the appropriate service offered. Place the letter of the type of transportation in the blank to the left of each service. Some of the services may have more than one answer.

SERVICE OFFERED

____ 1. Mode of travel used when taking advantage of discount rates offered by state and national parks.

____ 2. Most common type of public transportation

____ 3. Offers sight-seeing tours at discount rates

____ 4. A telephone call in advance brings transportation to the door and the cost is minimal

____ 5. Operates on a fixed route and schedule

____ 6. Transportation services offered through local governments, churches, and other groups

____ 7. Offers reduced-fare charter flights and package tours for domestic and foreign travel

TYPE OF TRANSPORTATION

A. Bus

B. Camper

C. City bus

D. Cruise ship

E. Dial-a-bus

F. Dial-a-cab

G. Health cab

H. Invalid Coach

I. Medicab

J. Plane

K. Taxi

L. Travel trailer

11

Chapter Eleven
The Elderly In The Marketplace

COMPETENCY TO DEVELOP

- Determine the care provider's role in helping elderly persons increase their awareness of the ever-changing marketplace.

OBJECTIVES TO ACHIEVE

- Identify guidelines for helping the elderly purchase clothing.
- Identify guidelines for helping the elderly purchase food.
- Point out the parts of a nutritional label.
- Demonstrate how to calculate the unit price of a product.
- Identify guidelines for helping the elderly purchase personal and household items.
- Point out ways the care provider can assist the elderly with personal affairs.

Today's marketplace offers an increasingly large and more complex number of alternatives than earlier generations. Therefore, the elderly are particularly susceptible to the pressures of the marketplace.

This chapter will focus on the care provider's role in assisting the elderly in the marketplace.

ACTIVITY 11-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

automatic dialing feature ____________________

expiration date ____________________

freshness date ____________________

interstate ____________________

nutritional labeling ____________________

open dating ____________________

packing date ____________________

pull date ____________________

raincheck ____________________

unit pricing ____________________

Universal Product Code ____________________

Additional Terms

ACTIVITY 11-2

DIRECTIONS: Identify the guidelines for helping the elderly purchase clothing by completing the following activity. Circle the letter T if the statement is true. Circle the letter F if the statement if false.

T F 1. When assisting the elderly with clothing purchases, the care provider should follow the guidelines of selecting simple, classic styles which usually have a longer fashion life and which are better bargains.

T F 2. A good guideline to keep in mind when shopping with an elderly person is that expensive clothes last longer.

T F 3. High-fashion discount stores are good places for the elderly to shop.

T F 4. The elderly should not consider clothing seconds which often have minor defects and are reduced in price.

T F 5. Considering garage sales to find clothes for daily wear is a guideline for those who are extremely poor.

T F 6. One guideline to keep in mind is to buy clothing during the respective bargain seasons.

ACTIVITY 11-3

DIRECTIONS: To review guidelines for helping the elderly purchase food, fill in each blank with the word that best completes the sentence.

list
items
coupons
purchases
crowded
time
brands
pound
serving
used
sizes
raincheck
15%
money

1. Shop once a week from a ______________. Don't pick up extra ______________.

2. Shop for sale items and use ______________.

3. Stock up on a good bargain if ______________ is available and the item will be ____________.

4. Compare meat prices by comparing cost per ______________ instead of cost per _______.

5. Compare prices on different ______________ and ______________.

6. Private or store brands can be as much as ______________ cheaper.

7. Try to allow adequate ______________ for shopping so decisions do not have to be hurried.

8. Try to shop at less ______________ crowded times.

9. Watch as the clerk rings up ______________.

10. Ask for a ______________ if a store is out of an advertised special so the product can be purchased at the same price when it is restocked.

ACTIVITY 11-4

DIRECTIONS: Review the parts of a nutritional label by answering the following questions. Write the answers in the space provided.

1. What is the serving size for this label?

2. How many calories are in each serving?
   With 1/2 cup skim milk _____
   Without skim milk _____

3. How many servings are in the package?

4. What is the number of grams of protein in one serving?
   With skim milk _____
   Without skim milk _____

5. Does this product contain any fat?

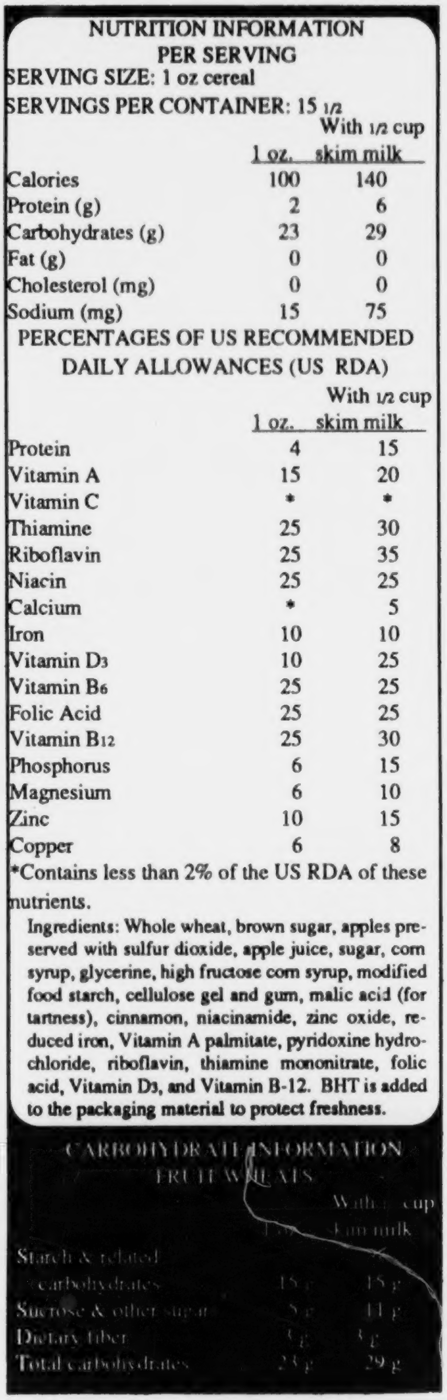
6. How many carbohydrates does this product contain ?
   With skim milk _____
   Without skim milk _____

7. What amount of sodium does the product contain with skim milk? _____

8. What are the percentages of the U.S. Recommended Daily Allowances of these vitamins and minerals without skim milk?
   Vitamin A
   Vitamin C
   Zinc
   Copper
   Iron
   Riboflavin
   Vitamin D-3
   Vitamin B-12

9. Does this product contain BHT?
   If so, why?

10. Is nutritional labeling mandatory?



NUTRITION INFORMATION
PER SERVING

SERVING SIZE: 1 oz cereal
SERVINGS PER CONTAINER: 15 1/2

	1 oz.	With 1/2 cup skim milk
Calories	100	140
Protein (g)	2	6
Carbohydrates (g)	23	29
Fat (g)	0	0
Cholesterol (mg)	0	0
Sodium (mg)	15	75

PERCENTAGES OF US RECOMMENDED DAILY ALLOWANCES (US RDA)

	1 oz.	With 1/2 cup skim milk
Protein	4	15
Vitamin A	15	20
Vitamin C	*	*
Thiamine	25	30
Riboflavin	25	35
Niacin	25	25
Calcium	*	5
Iron	10	10
Vitamin D_3	10	25
Vitamin B_6	25	25
Folic Acid	25	25
Vitamin B_{12}	25	30
Phosphorus	6	15
Magnesium	6	10
Zinc	10	15
Copper	6	8

*Contains less than 2% of the US RDA of these nutrients.

Ingredients: Whole wheat, brown sugar, apples preserved with sulfur dioxide, apple juice, sugar, corn syrup, glycerine, high fructose corn syrup, modified food starch, cellulose gel and gum, malic acid (for tartness), cinnamon, niacinamide, zinc oxide, reduced iron, Vitamin A palmitate, pyridoxine hydrochloride, riboflavin, thiamine mononitrate, folic acid, Vitamin D_3, and Vitamin B-12. BHT is added to the packaging material to protect freshness.

CARBOHYDRATE INFORMATION
FRUIT WHEATS

	1 oz.	With 1/2 cup skim milk
Starch & related carbohydrates	15 g	15 g
Sucrose & other sugar	5 g	11 g
Dietary fiber	3 g	3 g
Total carbohydrates	23 g	29 g

ACTIVITY 11-5

DIRECTIONS: Review the steps in calculating the unit price of a product by working the problem below. Then explain which one of the two sizes is the better buy.

A. Calculate the unit price of 1 gallon of milk:

Product:	milk
Size:	1 quart — $0.99
	1 gallon—$2.09

B. Explain which of the two sizes is the better buy. Give support for your answer.

____

____

____

____

ACTIVITY 11-6

DIRECTIONS: Assume you are working as a care provider in assistance services for the elderly. Circle the word Yes if the statement is a guideline that you would suggest for the elderly to use when purchasing personal and household items. Circle the word No if you would not use the guideline.

YES NO 1. Use comparison shopping to compare price, quality, and design as well as different types of stores.

YES NO 2 When comparison shopping, keep in mind that price alone does not indicate quality.

YES NO 3. Check drug and discount stores for some personal items because they are generally less expensive.

YES NO 4. It is wise to shop during the off-seasons for sales and less crowded shopping areas.

YES NO 5. Bargain whenever possible for a lower price.

YES NO 6. Substituting a less expensive item is not wise because the quality is usually extremely poor.

YES NO 7. Keep in mind that places such as factory outlets, discount stores, and garage sales often have good bargains.

YES NO 8. Carefully evaluate what the sales person has to say.

YES NO 9. Shopping by mail is not a wise choice for the elderly.

YES NO 10. Using the telephone to comparison shop will save time and money.

ACTIVITY 11-7

DIRECTIONS: Write a paragraph describing the various ways the care provider can assist the elderly with personal affairs.

12

Chapter Twelve
Frauds, Gyps, And Deceptions

COMPETENCY TO DEVELOP

- Determine the care provider's role in helping the elderly avoid fraudulent and deceptive practices.

OBJECTIVES TO ACHIEVE

- Point out reasons why the elderly often fall for fraudulent and deceptive practices.
- Identify types of fraudulent and deceptive practices.
- Identify ways to spot fraudulent and deceptive practices.
- Explain how the elderly care provider can help protect the elderly from fraudulent and deceptive practices.
- List sources where the elderly can obtain protection and assistance.

Many elderly people are prime targets for fraudulent and deceptive practices because of their aches and pains, gratitude for attention, need for extra income, and their vanishing hopes for a retirement home in the lands of warmth and sun.

The following activities deal with the care provider's role in helping the elderly avoid fraudulent and deceptive practices.

ACTIVITY 12-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

bait and switch

"bank examiner" scheme

Better Business Bureau

bunco

burial scheme

deceptions

fraud

health quacks

"pigeon drop"

pressure sell

Additional Terms

ACTIVITY 12-2

DIRECTIONS: List the four main reasons the elderly often fall for false advertising and slick salesmanship. Write a paragraph(s) in the space provided giving your ideas on how you, as a care provider, can help to improve the conditions which result in the reasons given for making the elderly person a prime target for fraudulent and deceptive practices.

REASONS:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

PARAGRAPH ______________________________

ACTIVITY 12-3

DIRECTIONS: Review the types of fraudulent or deceptive practices often targeted toward the elderly by completing the matching exercise. Match the fraudulent or deceptive practice to the most appropriate factor. Place the letter of the practice in the blank to the left of each factor.

FACTOR

____ 1. Advertising one price to get customer in the store, then customer is steered to a higher priced product

____ 2. Ads or salespersons who claim to have a cure for every symptom, ache, or illness

____ 3. Persons who practice a swindling game or scheme intended to part the elderly from their money

____ 4. Scheme where home is selected as a model, product is sold in home where a commission is promised, commission is never seen

____ 5. Salesperson pushes to relieve person of the difficult decision of a cemetery lot when business judgement is bad

____ 6. An attractive area for deception since consumers cannot see the product or seller advertised in magazines or catalogs

____ 7. Pretending to be a part of an organization concerned with providing assistance for others

____ 8. A rush technique plus anxiety offering an unusually good deal

____ 9. Advertisement of a retirement home by mail-order developer

____ 10. A false advertisement promising excellent profits for easy spare-time work

FRAUDULENT OR DECEPTIVE PRACTICE

A. Bait and switch

B. Bunco artist

C. Burial scheme

D. Charity solicitations

E. Extra income scheme

F. Health quacks

G. Home improvement racket

H. Land scheme

I. Mail-order fraud

J. Pressure sell

ACTIVITY 12-4

DIRECTIONS: Read the statements regarding fraudulent and deceptive practices and fill in the blanks with the word that best completes the sentence.

cure
something
case histories
lawyer
nothing
testimonials
savings
real estate agent

1. The guarantee of a quick ______________ is one possible clue of a fraudulent practice.

2. The guarantee of ______________ for ______________ is usually too good to be true.

3. ______________ ______________ and ______________ are often used to deceive elderly persons.

4. Individuals, especially older citizens, should be aware of schemes that require them to withdraw large amounts of their ______________

5. Before buying land, especially a retirement home in some advertised areas, an elderly person should be persuaded to consult a ______________ or ______________ ______________ ______________.

ACTIVITY 12-5

DIRECTIONS: Read the case studies below and answer the questions following.

Case Study #1

Mrs. Juan is led to believe that a large sum of money has been found and that it could be divided between Mrs. Juan, the lady who claims to have found the money, and the lady's friend. Mrs. Juan has been told that each person must show good faith by withdrawing their savings from the bank. How might the care provider help to protect Mrs. Juan from this scheme?

____

____

____

____

____

Case Study #2

Mr. Bell received a visit from a bank examiner who was checking up on a dishonest employee. The bank examiner had a bunch of important looking papers and deposit slips from the bank where Mr. Bell banks. Mr. Bell is asked to help catch the employee in the act by withdrawing his savings from the bank so that the bank examiner can see what the employee does. The bank examiner will give Mr. Bell a receipt upon receiving the money. What advice might be given to Mr. Bell for his own protection?

Case Study #3

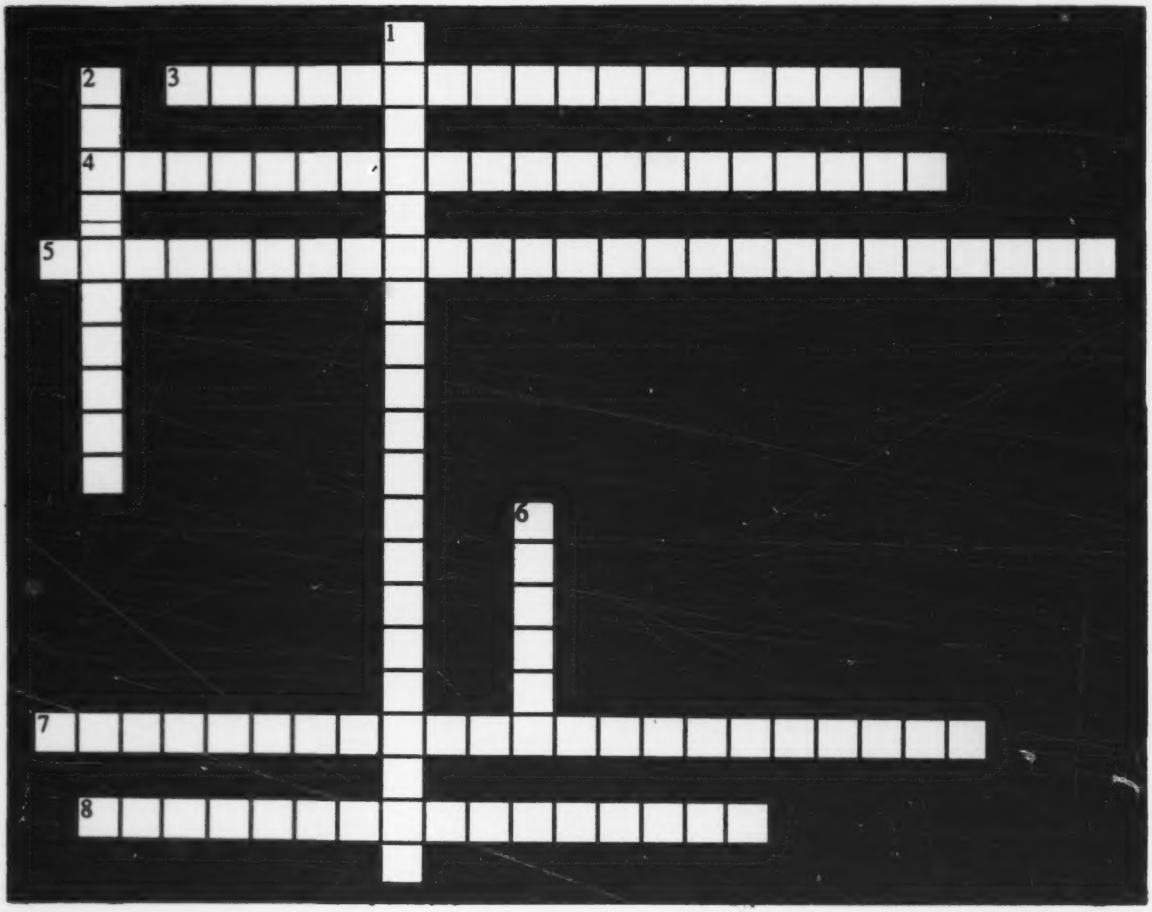
Miss Carrie went shopping at a local department store because of a sales ad she saw in the newspaper. After she arrived at the store, she was told that the sales item had been sold out; but that they had another similar brand, but it was more expensive. How might the care provider help Miss Carrie in this situation?

Case Study #4

Mr. Escue read an advertisement in a magazine about a piece of land that was located in an area where he and his wife had always dreamed of retiring. The price for the water-front property is almost too good to be true. How might the care provider advise Mr. Escue?

ACTIVITY 12-6

DIRECTIONS: Complete the crossword puzzle to identify the sources where the elderly can obtain protection and assistance.



ACROSS

3. This source might have lists of frauds from the Better Business Bureau.
4. This source deals with products and services made, sold, or advertised within the state.
5. This source would help with any fraud dealing with food, drugs, medical devices, or cosmetics.
7. This source would deal strictly with frauds sold or advertised across state lines.
8. This source deals with dispute settlements of minor matter and at little cost.

DOWN

1. This source could help with almost any product or money fraud.
2. Any fraud involved with mail should be reported to this source.
6. This is who one should contact if any criminals or con men are in the area.

13

Chapter Thirteen Clothing Needs

COMPETENCIES TO DEVELOP

- Analyze the clothing needs of the elderly.
- Determine the clothing maintenance needs of the elderly.

OBJECTIVES TO ACHIEVE

- Identify the clothing needs of the elderly.
- Describe how the elder care provider can help select and coordinate clothing from the wardrobe for the elderly person.
- Give examples of desirable clothing features to look for when selecting clothing for the elderly.
- Identify the basic steps to good laundering and clothing maintenance.

Clothing needs at every age can be classified as physiological, sociological, and psychological. However, individuals have different needs in clothing at different stages in life.

This unit will give the care provider a better understanding of the clothing needs of the elderly, as well as guidelines for clothing maintenance needs of the elderly.

ACTIVITY 13-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

accessories ____

____

care label ____

____

mix and match ____

____

physiological needs ____

____

psychological needs ____

____

pretreat ____

____

sociological needs ____

____

Additional Terms

ACTIVITY 13-2

DIRECTIONS: Analyze the clothing needs of the elderly by completing the chart. Compare and contrast each of the clothing needs of the elderly with each of the clothing needs of a high school teen. HINT: clothing needs: physiological, sociological, and psychological. Write the information in the space provided on the chart.

CLOTHING NEEDS	ELDERLY PERSON	TEEN

ACTIVITY 13-3

DIRECTIONS: Read the following statements regarding how the elder care provider can select and coordinate clothing for the elderly person. If the statement is true, circle the letter T to the left of the statement. If the statement if false, circle the letter F.

T F 1. The elder care provider should always select elderly person's clothing.

T F 2. If the elderly person is allowed to select his or her own clothing, it gives the person a sense of identity and independence.

T F 3. Some older persons are color blind which makes it difficult to mix and match colors that achieve an attractive color scheme.

T F 4. The weather should be the first consideration when the elderly describe what they want to wear each day.

T F 5. The care provider should be aware of the elderly person's needs and activities each day before making any suggestions for their clothing needs.

T F 6. The care provider can assist the elderly person in extending a small or limited wardrobe by the smart use of accessories.

T F 7. The color a person wears is very powerful and can affect one's mood, feelings, and looks.

T F 8. If a person wears the color black, the feelings that are being projected are those of being cool and calm.

T F 9. Color can also draw attention to or away from a particular part of the body and make the part of the body appear larger or smaller.

T F 10. Red is considered a vibrant color and can make one feel full of energy.

ACTIVITY 13-4

DIRECTIONS: Complete the following statements related to the features to look for when selecting clothing for the elderly by supplying the missing letters in the blanks provided. Some of the letters of the words have been filled in.

1. When assisting the elderly person with shopping for clothing, the care provider needs to look for _ _ s _ _ a _ _ e clothing features.

2. There are several features that the care provider should be aware of when assisting the elderly person with clothing selection; one example would include the type of _ a _ _ i _.

3. The care provider should also be aware of the elderly person's _ _ r _ r _ _ _ including the _ o _ _ _ s and the _ _ c _ _ s _ _ i _ _.

4. The fabric best suited for an elderly person should be able to withstand _ t _ _ i _ and a _ _ _ s _ _ _ but must also be _ _ _ f _ _ _ a _ _ _ .

5. Another feature the care provider should keep in mind is the type of _ _ s _ _ _ c _ _ found on ready-made clothing.

6. The _ _ p _, _ _ _ a _ _ o _, and s _ _ _ of fasteners will determine how easily clothing can be put on and taken off.

7. The _ _ r _ e _ the fastener, the _ a _ i _ _ it is to _ _ n _ _ e.

8. _ e _ _ r _ is a good fastener for the elderly because it is easy to manage.

9. Other types of fasteners that can be easily managed by the elderly are _ i _ _ e _ _,
_ _ g _ _ _ _ _ _ fasteners, and _ _ _ p - _ _ shoes rather than _ _ c _ - _ _ s.

10. _ e _ _ _ n is the third feature to consider when selecting clothing for the elderly.

11. The design of a garment can make dressing and undressing either _ _ s _ _ _ or more
d _ _ _ _ _ _ u _ _ for the elderly person.

12. Another feature the care provider should be aware of is the _ o _ _ _ r _ of clothing.

13. _ a _ _ t _ and _ _ s _ are also two features to consider when assisting the elderly with clothing selections.

14. Many accidents are caused by loose fitting _ l _ _ h _ _ _.

15. Due to the rising costs of clothing, it is important to assist the elderly in purchasing _ _ r _ _ l _,
_ e _ _ - _ _ d _ clothing.

ACTIVITY 13-5

DIRECTIONS: Read the list of basic steps to good laundering. Arrange the steps in order of performance. Place a 1 in the blank to the left of the step which should be performed first, a number 2 to the left of the second step, and so on on up to number 7 - the seventh step. Not all blanks will have a number.

____ 1. Wash all clothes in hot water.

____ 2. Sort clothes.

____ 3. Select appropriate washing temperatures.

____ 4. Never iron cotton fabric.

____ 5. Wash all types of clothes together.

____ 6. Read care label.

____ 7. Select laundry products.

____ 8. All clothes must be pressed.

____ 9. Wash clothes.

____ 10. Use only liquid detergents.

____ 11. Mend clothes.

____ 12. Dry clean all clothes.

____ 13. Pretreat stains.

Write a paragraph describing how the care provider can assist the elderly person with clothing maintenance and prolong the life of clothing.

____

____

____

____

____

14 Chapter Fourteen
Nutrition for the Elderly

COMPETENCY TO DEVELOP

- Describe the importance of nutrition for the elderly.

OBJECTIVES TO ACHIEVE

- Identify the daily food requirements for the elderly.
- Describe the different factors that influence the food intake of the elderly.
- Identify common dietary deficiencies and diseases associated with the elderly.

Nutrition may be more important in the later stages of life than any other stage due to the aging body systems, chronic disorders, and increased use of medication. The nutrient levels for the elderly remain the same as for other adults; however, their caloric requirements are lessened due to decreased physical activity.

This chapter will help the care provider to understand the importance of nutrition for the elderly.

ACTIVITY 14-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

ascorbic acid ______________________________

____

food groups ______________________________

____

nutrient dense ______________________________

____

osteoporosis ______________________________

____

rickets ______________________________

____

sensory variety ______________________________

____

Additional Terms

C 10

ACTIVITY 14-2

DIRECTIONS: Read the following statements about the food requirements for the elderly. If the statement is true, circle the letter T to the left of the statement. If a statement is false, circle the letter F.

T F 1. An elderly person's energy or calorie requirements are lessened due to a decreased amount of physical activity.

T F 2. An elderly person should consume fewer calories, yet eat food high in nutritive value.

T F 3. The recommended amount of milk-made foods for an elderly person is four or more eight-ounce servings daily.

T F 4. An elderly person should have two or more servings from the meat and legumes group daily.

T F 5. The recommended amount of protein for persons 60 years of age or older is 24 to 36 grams daily.

T F 6. Four or more servings daily from the fruit and vegetable group are recommended for the elderly.

T F 7. The elderly should eat at least one good source of both vitamin C and A daily.

T F 8. An example of one complete serving for the elderly from the fruit and vegetable group is one-half of a medium cantaloupe.

T F 9. The daily recommended amount for the elderly is three servings from the bread and cereal group.

T F 10. An elderly person's daily recommended amount from the fats, sweets, and alcohol group is unlimited.

T F 11. Sight, smell , taste, touch, and hearing should be considered in using the Basic Food Groups to plan meals.

T F 12. For an elderly person, it is best to serve food with the same temperatures.

T F 13. An elderly person's food should all be mild and the texture should be soft.

T F 14. The shape, size, and color of food is not important to an elderly person.

C 11

ACTIVITY 14-3

DIRECTIONS: Write a paragraph describing the different factors that influence the food intake of the elderly.

ACTIVITY 14-4

DIRECTIONS: Unscramble the following words to complete the statements related to dietary deficiencies and diseases. Write the unscrambled word in the space provided. Then unscramble the circled letters to complete the summary sentence that follows.

ethalh	1. An estimated 1/3 to 1/2 of the elderly's ______ problems are nutrition related.
iutzalinoit	2. Most elderly experience dietary deficiencies related to low __________○ of iron, vitamins A and C, and calcium.
persairytor	3. Vitamin A helps fight ○__________ infections and to ward off night blindness.
fientcnoi	4. Vitamin C helps to resist ______○__ and disease and increases the speed of healing wounds.
licacmu	5. Older bones are more brittle and _____○_ helps to strengthen them.
tsepoooorssi	6. ______○_____ and rickets are two deficiencies associated with low levels of calcium.
fsfuicineit n	7. Behavioral and psychological problems may occur if the diet is constantly _○_________○
sbeoyti	8. Some elderly people have problems with _____○_.
ruelifa	9. Another problem some elderly are faced with is __○____ to eat.

Summary Sentence: Good _________aids in preventing dietary deficiencies and diseases.

15

Chapter Fifteen
Menus and Diets for the Elderly

COMPETENCY TO DEVELOP

- Plan meals which meet the needs of the elderly.

OBJECTIVES TO ACHIEVE

- Point out factors to consider in planning meals for the elderly.
- Explain the use of cycle menus.
- Demonstrate an ability to use the menu planning form.
- Describe regular diets.
- Describe the most commonly used modified and therapeutic diets.
- Relate food preparation and service techniques to retention of nutrients.

A care provider working in assistance services for the elderly may be involved in assisting with serving, planning, or preparing meals; as well as shopping for groceries, cleaning up after meals, and feeding an elderly person. Therefore, it is important that the care provider understand the importance of food needs of the elderly including menus and diets.

This chapter will aid the care provider in planning meals which meet the needs of the elderly.

ACTIVITY 15-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

bland diet ____

calorie-restricted diet ______________________________________

clear liquid diet ____

controlled-calorie diet ______________________________________

cycle menus____

diabetic diet ____

exchange list ____

fat-restricted diet ____

full-liquid diet ____

liquid diet ____

menu planning ____

sodium-restricted diet ______________________________________

soft diet ____

therapeutic diet ____

Additional Terms

ACTIVITY 15-2

DIRECTIONS: Read the letter sent to "Dear Dietician." Pretend that you are the dietician and write "Preplanning in the Panhandle" an answer to the problem.

THE DAILY NEWS

DEAR DIETICIAN...

Dear Dietician,

My mother is 86 years old and is going to be living with my husband and me. I am wondering what factors I should consider in planning meals for an elderly person. I will be waiting for your suggestions.

Sincerely,

Preplanning
in the Panhandle

Dear Preplanning in the Panhandle,

Sincerely,

Dietician

ACTIVITY 15-3

DIRECTIONS: To gain a better understanding of cycle menus, answer the following statements by circling the letter T if the statement is true. Circle the letter F if the statement is false. If the statement is false, rewrite the statement in the space provided making it true.

T F 1. Cycle menus are carefully planned menus that often cover a period of 8 to 12 weeks.

T F 2. Once the cycle period has been completed, another cycle period must be developed for the next four weeks.

____

____

T F 3. Since cycle menus can be repeated, it is wise to develop one for winter, spring, summer, and fall because different foods are available in each season.

____

____

T F 4. Cycle menus put an end to daily menu planning that takes so much time.

____

____

T F 5. As the menus are used, a record should be kept of how well they are liked.

____

____

T F 6. The first step in developing cycle menus is to decide on what types of food will be used.

____

____

T F 7. Cycle menus that are too long mean that menus are repeated too often and become monotonous.

____

____

T F 8. Cycle menus are developed and used for people on regular diets only.

____

____

T F 9. It is important that the care provider understand how a cycle menu operates, as well as why it is used.

ACTIVITY 15-4

DIRECTIONS: Develop a regular diet menu for Thanksgiving Day using the menu planning form.

MENU PLANNING FORM

Day of the Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
BREAKFAST Fruit or juice Cereal and/or eggs Toast or other bread Beverage							
DINNER OR MAIN MEAL Meat, any type Potato or substitute Vegetable Salad or relishes Bread Dessert or fruit Milk or other beverage							
LUNCH OR SUPPER Soup or juice Main dish-eggs, cheese, fish, etc. Vegetable (raw or cooked) Bread Dessert or fruit Milk or other beverage							

ACTIVITY 15-5

DIRECTIONS: Write a paragraph(s) describing a regular diet. Include an example of a day's regular diet in the paragraph(s).

ACTIVITY 15-6

DIRECTIONS: The following activity will help the care provider describe the most commonly used modified and therapeutic diets. Place the letter of the diet most appropriate for the health problem in the blank to the left of the health problem.

____ 1. A person who needs to lose weight.
A. Fat-restricted diet
B. Controlled-calorie diet
C. Liquid diet
D. Calorie-restricted diet

____ 2. A person who is having a hard time chewing or shallowing.
A. Soft diet
B. Sodium-restricted diet
C. Liquid diet
D. Bland diet

____ 3. A person who has heart problems or toxemia.
A. Fat-restricted diet
B. Diabetic diet
C. Bland diet
D. Sodium-restricted diet

____ 4. A person with internal problems or following a full-liquid diet.
A. Bland diet
B. Soft diet
C. Fat-restricted diet
D. Liquid diet

____ 5. A person who is trying to maintain his or her weight.
A. Calorie-restricted diet
B. Fat-restricted diet
C. Controlled-calorie
D. Diabetic diet

____ 6. A person who is too weak to chew.
A. Liquid diet
B. Soft diet
C. Sodium-restricted diet
D. Bland diet

____ 7. A person that must have the exact amounts of protein, fat, and carbohydrates.
A. Calorie-restricted diet
B. Controlled-calorie diet
C. Fat-restricted diet
D. Diabetic diet

____ 8. A person with liver or gall bladder problems.
A. Fat-restricted diet
B. Sodium-restricted diet
C. Clear liquid diet
D. Soft diet

____ 9. The modified and therapeutic diet which supplies very few nutrients but does give the body necessary fluids.
A. Calorie-controlled diet
B. Bland diet
C. Clear liquid diet
D. Full liquid diet

____ 10. The properly prepared modified and therapeutic diet which meets all of the nutritional needs of a person whose health is improving.
A. Sodium-restricted diet
B. Full liquid diet
C. Calorie-restricted diet
D. Controlled-calorie diet

ACTIVITY 15-7

DIRECTIONS: To relate food preparation and service techniques to retention of nutrients complete the following chart. Write the method of preparation in the space provided.

Nutrient	Method of Preparation
Water-soluble Vitamins	
Fat	
Carbohydrates	
Fat-soluble Vitamins	
Protein	
Minerals	

16

Chapter Sixteen

Mealtimes for the Elderly

COMPETENCY TO DEVELOP

- Analyze ways to help the elderly person enjoy mealtimes.

OBJECTIVES TO ACHIEVE

- Demonstrate an ability to assist with dining room service.
- Demonstrate an ability to assist with tray service in the person's room.
- Demonstrate an ability to present the tray.
- Demonstrate an ability to remove the tray.
- Demonstrate the techniques for serving extra nourishment.
- Identify the steps to use when assisting in feeding the elderly.
- Describe eating aids which are available to the elderly.

For the elderly, mealtime is both a time to eat and a time to socialize. It is a time that most of the elderly look forward to whether they are eating their meals in their rooms, in the dining room, or a favorite place in their home.

There are situations, however, in which a care provider will need to assist an elderly person at mealtime. It is important that the care provider be aware of the person's limitations and help when needed, but it is also important that the care provider encourage the person to do as much as possible for himself or herself.

This chapter will help the care provider to analyze ways to help the elderly person enjoy mealtimes.

ACTIVITY 16-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

nourishment ____

____

self-help aids ____

____

signal cord ____

____

Additional Terms

ACTIVITY 16-2

DIRECTIONS: Demonstrate an ability to assist with dining room service by completing this exercise. Read each of the situations and propose an effective way to deal with the situation. Write the solution to the situation in the space provided.

1. An elderly gentlemen is able to walk to the dining room, but needs some support to be safe. What can the care provider do to help?

2. An elderly woman accidentally dropped food in her lap. Her dress is stained because she had no napkin to place in her lap. How might the care provider have prevented this from happening?

3. If an elderly person is about to stumble or fall, what should the care provider do?

4. An elderly gentleman spilled his milk as he was about to sit down at the table, what should the care provider do?

5. Some elderly persons need more assistance than others when buttering bread, cutting meat, etc. What is important for the care provider to do in situations like these?

ACTIVITY 16-3

DIRECTIONS: Read each statement regarding the procedures the care provider should follow when serving trays to the elderly. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F and rewrite the statement making it true in the space provided.

T F 1. The care provider should help the elderly person get ready before trays arrive so that the food can be eaten warm.

T F 2. It is not the care provider's responsibility to assist elderly persons in washing their hands.

T F 3. If a person is confined to bed, the care provider cannot be of any assistance.

T F 4. The care provider should assist an elderly person out of the bed and into a wheelchair if possible.

T F 5. When assisting an elderly person to a wheelchair, the care provider should place the wheelchair facing the foot of the bed at a 45 degree angle.

T F 6. The care provider is not responsible for checking to see if a patient can tolerate being moved.

T F 7. When helping a person to stand, the care provider should place arms under the person's arms and put hands on the person's back.

T F 8. The care provider should always put the signal cord out of the way during mealtime.

ACTIVITY 16-4

DIRECTIONS: Demonstrate an ability to present a tray to an elderly person by completing the following exercise. For each statement that you agree with, put an X in the blank labeled "agree." For each statement that you disagree with, put an X in the blank labeled "disagree" and write a one sentence statement giving your answer in the space provided below each statement.

1. Care providers should wash their hands before presenting a tray.

_____ Agree _____ Disagree

____

____

2. The care provider should check every tray card to make sure the trays are going to the right person.

_____ Agree _____ Disagree

____

____

3. It is not the care provider's responsibility to assist the elderly with cutting meat, buttering bread, etc.

_____ Agree _____ Disagree

____

____

4. The more people are rushed the more they usually eat.

_____ Agree _____ Disagree

____

____

5. Cheerful conversation and positive encouragement are very helpful to an elderly person.

_____ Agree _____ Disagree

____

____

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ACTIVITY 16-5

DIRECTIONS: To demonstrate an ability to follow correct procedure for removing a tray, select the most appropriate word or words from the list that best complete the sentence. Write the word or words in the blank to complete the statement.

bed
comfortable
face
hands
report
signal cord
sitting
standing
tray
wheelchair

1. After the elderly person has finished eating, the care provider should remove the ____________.

2. When a person has eaten very little, the care provider should ______________ it to the person in charge.

3. The care provider should assist the person in washing the ______________ and ______________ after eating.

4. In helping a person from a ______________ to ______________, the care provider should first apply the brakes.

5. The care provider can assist the person in ______________ up and ______________ on the edge of the bed.

6. The care provider should see that the person is ______________ before leaving the room with the tray.

7. The care provider should check to see that the ______________ is in reach before leaving the room.

ACTIVITY 16-6

DIRECTIONS: Write a paragraph(s) describing the techniques for serving extra nourishment to an elderly person. Also include an explanation of why the extra nourishment is served between meals.

ACTIVITY 16-7

DIRECTIONS: Read the list of steps to use when assisting with feeding the elderly. Arrange the steps in the order of performance. Place a 1 in the blank to the left of the step which should be performed first, a number 2 to the left of the second step, and so on on up to number 10, the tenth step.

____ 1. To feed the elderly person, care providers should wash their hands.

____ 2. Make sure person has chewed and swallowed food before giving more.

____ 3. Make individuals comfortable.

____ 4. Sit beside person and arrange napkin.

____ 5. Wipe person's mouth for them.

____ 6. Place tray on appropriate table.

____ 7. Encourage them to do as much as possible for themselves.

____ 8. Wash person's hands and face if needed.

____ 9. Help prepare person for meal by washing hands, sitting person up, etc.

____ 10. Make sure that the food is not too hot.

ACTIVITY 16-8

DIRECTIONS: Review the self-help eating aids which the elderly can use by completing the matching exercise. Match the self-help eating aid with the most appropriate description. Place the letter of the eating aid in the blank to the left of the description.

DESCRIPTION

____ 1. Used when a person has difficulty with gripping due to pain or weakness

____ 2. May be transferred from one object to another

____ 3. Come in several shapes and sizes and facilitates reaching the mouth

____ 4. Used to help prevent spills and is attached to the edge

____ 5. Useful to persons who are one-handed

____ 6. Provides a strong firm handle and can be adjusted

____ 7. Used by those with limited hand and arm movement to consume liquid

SELF-HELP EATING AID

A. Detachable type

B. Food/plate guard

C. Forks and spoons

D. Glass holder

E. Handle padding

F. Straw

17

Chapter Seventeen
Exercise for the Elderly

COMPETENCY TO DEVELOP

- Determine how to meet the elderly's need for exercise and physical fitness.

OBJECTIVES TO ACHIEVE

- Explain the importance of meeting the exercise needs of the elderly.
- Identify ways to meet the exercise needs of the elderly.
- Point out ways the elder care provider can help to meet the exercise needs of the elderly.

Physical fitness is an important factor in getting and keeping good health. Some form of regular exercise is particularly important for the elderly because of their special needs for continued mobility.

This chapter will help the elder care provider determine how to meet the elderly's need for exercise and physical fitness.

ACTIVITY 17-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

calisthenics

cardiovascular

cool-down

exercise

exercise program

neuromuscular

physical fitness

warm-up

Additional Terms

ACTIVITY 17-2

DIRECTIONS: Write a paragraph(s) explaining the importance of meeting the exercise needs of the elderly.

ACTIVITY 17-3

DIRECTIONS: The following activity will help the care provider identify ways to meet the exercise needs of the elderly. Answer the following statements by circling the letter T if the statement is true. Circle the letter F if the statement is false. If the statement is false, rewrite the statement in the space making it true.

T F 1. A brisk walk is an ideal and enjoyable way for the elderly to keep fit.

T F 2. Some form of regular exercise program is particularly important for the elderly needing continued mobility.

T F 3. The exercise program should have two basic parts – warm-up and exercise.

T F 4. Mild calisthenics should be included in an exercise program, but not in the beginning.

T F 5. It is not necessary for the physician to approve a mild exercise program for the elderly.

ACTIVITY 17-4

DIRECTIONS: Point out ways the elder care provider can help meet the exercise needs of the elderly by selecting the most appropriate word or words from the list to best complete the sentence. Write the word or words in the blank to complete the statement.

active
approved
attire
care provider
elevator
encourage
equipment
jogging
music
opportunities
stairs
television
walking

1. An elder care provider can _______________ the elderly person to participate in a regular fitness program.

2. The care provider should advise the elderly person that a fitness program be _______________ by the person's doctor.

3. Helping the elderly person keep a record of the exercises performed and how many times is the responsibility of the _______________.

4. The care provider can add to the fun of exercise by adding _______________.

5. The care provider can make other suggestions to enhance an exercise program, such as, exercising while watching _______________.

6. One suggestion the care provider might make is that the elderly person walk down the ________ instead of taking the _______________.

7. The care provider should encourage the elderly to always have some __________ project underway.

8. Care providers should look for new _______________ to help the elderly person move her or his body by suggesting jobs and interests that keep the elderly person busy and youthful.

9. If the care provider notices that an elderly person has exercise problems due to foot conditions or leg pains, other activities should be substituted for _______________ and _______________.

10. The care provider might assist the elderly with selection of appropriate _______________ and _______________ for participating in sports and other activities.

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Chapter Eighteen
Hobbies and Activities for the Elderly

COMPETENCY TO DEVELOP

- Determine how to meet the elderly's need for hobbies and activities.

OBJECTIVES TO ACHIEVE

- Explain the importance of having hobbies.
- Explain the importance of meeting the elderly's need for hobbies and activities.
- Identify hobbies and activities.
- Point out ways the care provider can assist the elderly with hobbies and activities.

Hobbies and activities are a very important part of the elderly persons' lives. They not only add purpose and meaning to each day of their lives, but also provide for an opportunity for self- awareness, as well as dignity.

This chapter will help the care provider to determine how to meet the elderly's need for hobbies and activities.

ACTIVITY 18-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

avid ____

____

domestic activities ____

____

family genealogy ____

____

hobbies ____

____

line drawing ____

____

Additional Terms

ACTIVITY 18-2

DIRECTIONS: To explain the importance of having hobbies, complete the following sentences. Select the most appropriate word or words from the list. Write the word or words in the blanks to complete the statement.

adventure
anxiety
boredom
busy work
companionship
creativity
dignity
diversity
enjoyable
growth
learning
participation
recognition
recreation
relaxation
self-awareness
self-expression
solitude
stimulating
strenuous
stress

1. Hobbies and activities are not just ________________ or freedom from ________________ for the elderly.

2. Hobbies and activities offer the elderly person an opportunity for ________________.

3. For some elderly persons, hobbies provide the opportunity for ______________ and ___________.

4. Hobbies or activities suggested for the elderly person should allow for: ________________, ________________, ________________, ________________, as well as ________________, ______________, ______________, ______________, ______________, and ______________.

5. Hobbies and activities for the elderly need to be ________________ and ________________, but not too ________________.

6. Hobbies are good for providing the person with _______ while reducing _______ and relieving _______.

ACTIVITY 18-3

DIRECTIONS: Write a paragraph(s) explaining the importance of meeting the elderly's need for hobbies and activities.

____

____

____

____

____

____

____

____

____

____

ACTIVITY 18-4

DIRECTIONS: The following exercise will help the care provider identify various hobbies and activities for the elderly. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F to the left of the statement and, in the space provided, rewrite the statement making it a true statement.

T F 1. Collecting hobbies such as coins, stamps, bottles, etc. provide little amusement for the elderly.

T F 2. There are many kinds of games for an elderly person to play.

T F 3. Jigsaw puzzles and video games are two things most elderly persons dislike.

T F 4. Writing is not a good activity for the elderly because of poor eyesight.

T F 5. Some elderly individuals might be interested in writing about personal experiences and even in publishing them.

T F 6. Tracing family genealogies is another possible activity for care providers to suggest to the elderly.

T F 7. For the elderly, art is not a good suggestion to pursue.

T F 8. Reading is a suggestion that appeals to some of the elderly.

T F 9. Reading is not a good suggestion for the elderly who are blind or cannot read.

T F 10. Pets are good companions for the elderly, but are too expensive and time consuming.

T F 11. Gardening is one activity to suggest to elderly persons, but it is much too strenuous.

T F 12. Some elderly persons prefer to participate in group activities while others prefer individual activities.

ACTIVITY 18-5

DIRECTIONS: This activity will help the care provider to point out ways to assist the elderly with hobbies and activities. Read each of the situations and propose an effective way to deal with the situation. Write the solution to the situation in the space provided.

1. Cara is a care provider for the elderly. She has made several suggestions for hobbies and activities that the elderly could participate in. What should Cara keep in mind about the length of time a project takes?

2. Leianne suggested that Mr. James, an elderly man, take up painting. The supplies were extremely expensive and Mr. James knew very little about painting. What did Leianne forget?

3. Mr. Tyke decided to play a video game on the television screen. When he arrived at the television room, the equipment was not to be found. What is the care provider's responsibility toward equipment?

4. Karl Anthony, an elderly gentleman, is interested in tracing his family genealogy. What are some ways a care provider could assist Karl?

5. Rebecca, an elderly woman, is interested in reading. She is confined to her wheelchair and has difficulty going to the library. What might the care provider do in this situation?

19

Chapter Nineteen
Educational Activities for the Elderly

COMPETENCY TO DEVELOP

- Determine how to meet the elderly's need for educational activities.

OBJECTIVES TO ACHIEVE

- Explain the importance of meeting the elderly's need for educational activities.
- Identify ways to meet the elderly's need for educational activities.
- Point out ways the care provider can assist the elderly with educational activities.

It is never too late to learn. Acquiring knowledge can promote growth, as well as, self-development regardless of the age of the person. Educational activities also stimulate feelings of satisfaction and enjoyment for the elderly.

This chapter will focus on meeting the elderly's need for educational activities.

ACTIVITY 19-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

adult education ____________________

audit ____________________

extension course ____________________

Golden Age Clubs ____________________

mini-courses ____________________

senior centers ____________________

weekend scholars ____________________

YMCA ____________________

YWCA ____________________

Additional Terms

ACTIVITY 19-2

DIRECTIONS: Write a paragraph(s) explaining the importance of meeting the elderly's need for educational activities.

ACTIVITY 19-3

DIRECTIONS: To identify the ways to meet the elderly's need for educational activities, select the most appropriate word or words from the list and fill in each blank to complete the sentence. Some of the words can be used more than once.

adult education
adult education courses
audit
churches
clubs
day centers

extension courses
libraries
Library Services and Construction Act Amendments of 1984
mail
mini-courses
museums
organizations

parks
religion
retirement homes
schools
voluntary organizations
weekend scholars
YMCA
YWCA

1. Most colleges and universities are offering _______________ or _______________.

2. Many colleges also offer _______________ _____________________ and _______________ courses.

3. To encourage elderly students to come back to college, some colleges are organizing special _______________ to help them find their way around campus.

4. In an effort to allow younger students and older students to mingle and study together, some universities have constructed dormitories connected to _______________.

5. The _______________ and _______________ are organizations that offer excellent _______________ programs for a small fee.

6. In just about every town in the country, there are _______________, _______________, and _______________ for senior citizens to join for a very small fee.

7. A directory of _______________ with programs in the field of aging is published by the United States Government Printing Office and can be requested by _______________.

8. _____________, _______________, _______________, _______________, and ____________ offer learning programs on numerous subjects for older persons.

9. Legislators, concerned that library facilities and services be accessible to the elderly, passed the ____.

10. _______________ is closely related to education during all phases of life as it encourages self-development and growth.

ACTIVITY 19-4

DIRECTIONS: The following exercise will help the care provider point out ways to assist the elderly with educational activities. Answer the following statements by circling the letter T if the statement is true. Circle the letter F if the statement is false.

T F 1. The elder care provider should insist that an elderly person who indicates an interest in learning look at the universities and colleges in the community.

T F 2. The care provider can assist the elderly person by phoning or obtaining college catalogs to find out the courses and programs offered to the elderly.

T F 3. The care provider can assist the elderly by locating local clubs or organizations and finding out the costs and kinds of activities offered.

T F 4. It is not the care provider's responsibility to locate or provide transportation services for the elderly.

T F 5. The care provider must remember that religion is personal, recognize individual rights, and leave interpretation and application to the elderly person.

T F 6. The care provider may be asked to assist and escort the elderly person to and from religious activities.

T F 7. The care provider should not encourage visits by the clergy when the elderly person is unable to leave home.

T F 8. The care provider should not encourage regular attendance to religious activities because the decision is the elderly person's.

T F 9. The care provider should encourage an elderly person to pursue knowledge or a topic the person is interested in.

T F 10. The care provider can check to see if a home bound elderly person can assist the congregation by making phone calls, addressing envelopes, or doing other tasks.

20

Chapter Twenty Sanitation

COMPETENCY TO DEVELOP

- Analyze ways to help improve sanitation in a private home or elder care facility.

OBJECTIVES TO ACHIEVE

- Identify personal sanitation measures to follow to prevent the spread of infection.
- Demonstrate an ability to properly remove dirty linen from a bed.
- Describe how items are sanitized.
- Give examples of effective ways to deal with odors.
- Explain the measures to take in order to control pests and rodents.
- Explain the difference between disinfection and sterilization.

Sanitation can be defined as the practice of rendering the care facility or private home free from agents injurious to health. It is important that the care provider have some knowledge of sanitation practices in order to help prevent the spread of infection, odors, pests, and rodents.

This chapter will focus on helping the care provider improve sanitation in a private home or elder care facility.

ACTIVITY 20-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

disinfection ____

medical asepsis ____

microbiology ____

sanitation ____

sterilize ____

ventilation ____

Additional Terms

ACTIVITY 20-2

DIRECTIONS: To identify personal sanitation measures to follow to prevent the spread of infection, complete the following exercise. In the blank to the left of the description, place the letter of the preventive measure being described.

DESCRIPTION

____ 1. Free from germs or bacteria that may cause infection

____ 2. Practice of rendering the care facility or home free from agents injurious to health

____ 3. Should be done frequently and thoroughly by the care provider

____ 4. Should be worn by the care provider for protection against spreading germs

____ 5. Science on which sanitation is based

____ 6. The handling of this is a crucial phase in infection control

____ 7. Object is immersed in the correct concentration of sanitizer for one minute

____ 8. Free from germs if rinsed in hot water or a sanitizing solution

____ 9. Care provider should not try to block them out with sprays and deodorizers

____ 10. Immersion of object in hot water for no less than 30 seconds

PREVENTIVE MEASURE

A. Chemical sanitizing

B. Covering

C. Dish washing

D. Hand washing

E. Heat sanitizing

F. Linen

G. Medical asepsis

H. Microbiology

I. Odors

J. Sanitation

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ACTIVITY 20-3

DIRECTIONS: Demonstrate an ability to properly remove dirty linen from a bed by completing the following activity. Circle the letter T if the statement is true. If the statement is false, circle the letter F and in the space provided rewrite the sentence making it a true statement.

T F 1. Linen is only subject to contamination in a care facility.

T F 2. The handling of linen is a crucial phase of infection control because well-cared for linen is a source of bacterial contamination.

T F 3. Linen should be stored on clean dust-free shelves and never allowed to touch the floor.

T F 4. When removing soiled linen from a bed, one should be careful not to spread germs on to clothes.

T F 5. When linen is extremely soiled, it should be pre-rinsed before it is laundered.

ACTIVITY 20-4

DIRECTIONS: Unscramble the words in the left hand column to complete the sentences describing how items are sanitized. Write the unscrambled words in the blanks to complete the statement. After unscrambling the words, write a complete sentence using each word. Write the sentence in the space provided.

chat inasitnzig	1. Immersing an object in water 170° F is the common method of _______ ________________.
aclnc nrieds	2. For the sanitizing process to work, the object must be thoroughly _____________ and completely _____________.
ottiiaanns	3. ____________________ does not replace the need for good cleaning.
mhecclai	4. The most common ________________ sanitizers are chlorine, iodine, and quartemary ammonia.
con utinme	5. In chemical sanitizing the object is immersed in sanitizer for _________ ________________.

SENTENCES:

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

ACTIVITY 20-5

DIRECTIONS: Read each statement on the do's and don'ts of dealing with odors. Place an X in the blank under the Do if the statement describes a behavior that should be practiced. Place an X under the Don't if the statement describes a behavior that should not be practiced.

DO DON'T

____ ____ 1. One effective way of dealing with odors is to remove the cause.

____ ____ 2. Remove garbage frequently.

____ ____ 3. Use deodorizer sprays and blocks.

____ ____ 4. Use plastic liners in garbage cans.

____ ____ 5. Use loose fitting lids.

ACTIVITY 20-6

DIRECTIONS: Explain the measures to take in order to control pests and rodents by responding to the questions in the following case situations. Write the answers in the space provided.

1. Christy is care provider in an elder care facility. She has the responsibility of controlling the pests in the kitchen area. What suggestions might be made to help Christy with this task?

____

____

____

____

____

2. Christy knows she must now take pest control measures on a regular basis. What measures should Christy take?

____

____

____

____

____

____

3. Christy has tried all of the pest-control measures and still cannot get rid of the pests. What might be suggested that she do in this situation?

4. If you were employed in Christy's position and you saw the signs of pests or rodents in the elder care facility, what would you do?

ACTIVITY 20-7

DIRECTIONS: In the space provided, write a paragraph explaining the difference between disinfection and sterilization.

21

Chapter Twenty-one
Safety

COMPETENCIES TO DEVELOP

- Relate safety to the role of a care provider in a private home or an elder care facility.
- Observe safety rules and procedures when working as an elder care provider.

OBJECTIVES TO ACHIEVE

- Point out safety rules to follow or observe in the various areas of a private home or care facility.
- Give examples of general safety rules to follow in housekeeping matters.
- Explain fire emergency procedures.
- Identify potentially hazardous conditions.

The United States Consumer Product Safety Commission says that 43% of all accidental deaths and injuries of the elderly occur in the home. Falls, cuts, burns, and poisoning are the most common causes of harm in the home. Most of these can be prevented if simple steps are taken to correct hazardous problems or conditions.

This chapter will focus on safety rules and procedures when working as an elder care provider.

ACTIVITY 21-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

antidote

Consumer Product Safety Commission (CPSC)

escape route

fuse

National Fire Prevention and Control Administration

outlet

smoke detector

traffic lane

Additional Terms

ACTIVITY 21-2

DIRECTIONS: Point out safety rules to follow in a private home or care facility by completing the following activity. Read each situation and write the answer to the question in the space provided.

1. Mrs. Azoa's grandchildren are coming for a visit and Yi-Lun, the elder care provider, is preparing for their arrival. What safety rule or precaution should Yi-Lun be aware of?

2. Johnny, a care provider in a private home, was in the garage when the light began to flicker. The light then made a noise and went out. What is the safest thing for Johnny to do?

3. Mary was washing dishes and cut herself on a knife that was hidden under the soap suds. What safety measure could have prevented this accident?

4. Grandpa Henry slipped in the bathtub and broke his hip. What safety rule or precaution could have helped prevent this situation?

5. Mrs. Brown was walking to the bathroom in the middle of the night. She fell over a chair and hurt her waist. What safety rule or precaution could have prevented this accident?

6. Mr. Jones is moving in with his son Todd and his family. They live in a two-story house and Mr. Jones's room will be on the second floor. How might the stairway be made more safe for Mr. Jones?

7. Closing the door before going to sleep is a safety rule that Mrs. Burns practices faithfully. Why is this rule so important?

8. Because there is little time to get out and so much confusion when there is a fire in an elder care facility, Sabella has been told it is important for the care providers to know what to do to ensure the safety of the elderly individuals. What fire safety procedures should Sabella become familiar with?

9. On her birthday, Mrs. Thomas received an electric blanket from her son. What safety precautions should be observed when using an electric blanket?

10. Dwight, a care provider in a private home, has dropped a piece of lettuce on the floor of the kitchen while preparing a salad for Mr. Cummings' lunch. Dwight has had several interruptions and he is hurrying to serve the meal on time. Dwight knows Mr. Cummings becomes very upset when he has to wait for a meal. What should Dwight do?

ACTIVITY 21-3

DIRECTIONS: Fill in the blank with the word or words that best complete the sentences related to safety rules that should be followed in housekeeping matters.

clothing
convenient
falls
gloves
nonskid
reach
rugs
walking

1. One should wipe up spills on the floor immediately because they can cause serious ______________.

2. One should wear comfortable ______________ as well as cotton ______________ for heavy jobs or when handling things with sharp edges.

3. One should place foam rubber or rubber jar rings onto the wrong side of ______________ that do not have a ______________ finish.

4. One should store cleaning items that are used often at heights that are ______________ and easy to ______________.

5. One should make ______________ safer by arranging furniture so that a traffic lane is left open.

ACTIVITY 21-4

DIRECTIONS: Write a paragraph(s) explaining fire emergency procedures.

ACTIVITY 21-5

DIRECTIONS: Identify potentially dangerous hazardous conditions by completing the following exercise. In the blank to the left of each safety precaution, place the letter of the hazardous condition which is related to the safety precaution. The letters may be used more than once. Some statements may have more than one answer.

SAFETY PRECAUTION

____ 1. Wipe up spills immediately and avoid using too much wax

____ 2. Keep all work surfaces dry and clean

____ 3. Attach foam rubber or rubber jar rings onto backside

____ 4. Store out of reach of children and pets

____ 5. Read directions, warnings, and special directions

____ 6. Place furniture over corners to hold in place

____ 7. Avoid mixing two or more substances

____ 8. Avoid using too much wax

____ 9. Sponge the backing with soap or detergent suds

____ 10. Remember that the antidote is printed on the package

HAZARDOUS CONDITIONS

A. Chemical products

B. Greasy stove

C. Poisonous substance

D. Scatter rugs

E. Slippery floors

22

Chapter Twenty-two
Preventing Health Measures and Signs of Illness

COMPETENCY TO DEVELOP

- Determine the role of care providers in helping the elderly to maintain good health.

OBJECTIVES TO ACHIEVE

- Describe preventative measures the elderly can engage in to maintain good health.
- Identify infectious diseases the elderly should be immunized for.
- Describe how to use medications safely.
- Point out possible signs of illness in the elderly.

Maintaining good health will not only help to prevent illness but will provide the elderly with the opportunities to live more full and satisfying lives. Emotional stability, vitality, and a zest for living are all necessary for the elderly person to have good personal health.

This chapter will enable the care provider to determine his or her role in helping the elderly to maintain good health.

ACTIVITY 22-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

diphtheria ____

____

infectious diseases ____

____

influenza ____

____

objective observations ____

____

preventive measures ____

____

subjective observations ____

____

tetanus ____

____

Additional Terms

ACTIVITY 22-2

DIRECTIONS: In the space provided write a paragraph(s) describing the preventive measures that the elderly can engage in to help maintain good health.

ACTIVITY 22-3

DIRECTIONS: Identify the infectious diseases the elderly should be immunized for by completing the matching exercise. Match the infectious disease to the appropriate factor. Place the letter of the disease to the left of each factor. The letters can be used more than once.

FACTORS	INFECTIOUS DISEASES
____ 1. Immunization should always be annual especially if they have chronic conditions	A. Diphtheria
____ 2. Should be immunized every 10 years	B. Tetanus
____ 3. Best to be immunized in early fall	C. Influenza
____ 4. Should be immunized if participating in outdoor activities	
____ 5. Has a high mortality rate for those over 40	
____ 6. Is highly contagious if elderly are exposed to it	
____ 7. Should be immunized in advance of any epidemic	
____ 8. Booster doses should be given every 10 years	
____ 9. Booster doses should be given immediately after a puncture wound from a rusty nail	
____ 10. Disease which deserves continuous attention in order to protect the elderly	

ACTIVITY 22-4

DIRECTIONS: Describe how to use medications safely by completing the following exercise. Read each situation and answer the question in the space provided.

1. Mrs. Gomez, an elderly woman, cannot open the childproof container that her medicine is in and as a result she is not taking her medication. What are two things that Mrs. Gomez should be aware of in this situation?

2. Mr. Bass, an elderly gentleman, has a friend that has not been feeling well. Mr. Bass has decided to give his friend some pain killers that were prescribed for him. Should or shouldn't Mr. Bass do this? Explain your answer.

3. Mrs. Doylene is feeling ill. She has remembered that the last time she felt this way the doctor gave her a prescription. She has some of the medication left and has decided to take it. What should Mrs. Doylene be aware of in this situation?

4. Mr.. Blakely has had a case of the flu for two weeks. His doctor gave him a prescription for Ampicillin. Mr. Blakely takes it every morning as directed. In fact to make sure he doesn't forget it, he takes it with his orange juice. Mr. Blakely doesn't seem to be getting better. What should Mr. Blakely be aware of in this situation?

ACTIVITY 22-5

DIRECTIONS: Point out the possible signs of illness in the elderly by completing the following exercise. Read each possible sign of illness and determine if the sign of illness is an objective or subjective type of observation. Place the letter of the type of observation in the blank to the left of each possible sign of illness.

POSSIBLE SIGN OF ILLNESS

____ 1. Abdomen is enlarged and tender to touch

____ 2. Sensations such as hot, cold, shivering, tingling, pressure, hunger, thirst, etc.

____ 3. Person easily tires

____ 4. Hands are swollen, extremely wrinkled, pale or flushed, red splotches

____ 5. Loss of function of any senses

____ 6. Circulation–general body swelling, discolored skin

____ 7. Unusual movement of eyes, sunken, protruding, puffy, dark circled or discharging

____ 8. Feeling such as fear, anxiety, worry, distrust, dizziness

____ 9. Face is dull, indifferent, anxious, tired, or expressionless

____ 10. Describes pain as sharp, dull, constant, or interval, etc.

TYPE OF OBSERVATION

A. Objective

B. Subjective

23

Chapter Twenty-three Vital Health Signs

COMPETENCY TO DEVELOP

- Determine the care provider's role in monitoring and recording the vital signs of the elderly.

OBJECTIVES TO ACHIEVE

- Identify the vital signs.
- Give examples of when to take one's temperature.
- Describe the procedure for taking one's temperature.
- Demonstrate how to read a thermometer.
- List the steps in taking one's pulse.
- Describe the procedure for taking one's respiration count.

One of the elderly care provider's many duties is to master the art of accurately taking and recording temperature, pulse, and respiration. The amount of information that needs to be recorded depends upon the needs of the elderly person, requests made by the doctor, nurse, or person in charge, and specific symptoms and situations. The care provider should always initial the chart after making entries.

This chapter will enable the care provider to determine his or her role in monitoring and recording the vital signs of the elderly.

ACTIVITY 23-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

blood pressure ________________________________

monitor ________________________________

pulse ________________________________

respiration ________________________________

temperature ________________________________

vital signs ________________________________

Additional Terms

ACTIVITY 23-2

DIRECTIONS: Identify the vital signs of the elderly by completing the matching exercise. Match the type of vital sign to the appropriate factor. Place the letter of the vital sign in the blank to the left of each factor. The letters can be used more than once.

FACTORS

____ 1. The process by which the body takes oxygen into the lungs and eliminates carbon dioxide

____ 2. Reflects or indicates a change in a person's condition

____ 3. Heat in the body

____ 4. Indicates how heart is beating

____ 5. Indicated by how the breathing sounds

____ 6. Referred to as vital signs

____ 7. Amount of effort the heart exerts to circulate the blood

____ 8. Balance between the heat produced in the body and the heat lost

____ 9. Indicated by how often a person breathes in and out

____ 10. The care provider should always report a change in this

VITAL SIGNS

A. Blood pressure

B. Pulse

C. Respiration

D. Temperature

ACTIVITY 23-3

DIRECTIONS: Give examples of when to take one's temperature by completing the following activity. For each statement that you agree with, put an X in the blank labeled Agree. For each statement that you disagree with, put an X in the blank labeled Disagree.

1. A flushed face or any skin rash is a symptom that indicates temperature should be taken.

______ Agree ______ Disagree

2. Hot or dry skin is not an indication of a need for temperature to be taken.

______ Agree ______ Disagree

3. Excessive thirst is not a symptom of fever.

______ Agree ______ Disagree

4. Rapid pulse could be an indication of a change in temperature.

______ Agree ______ Disagree

5. A headache is a symptom indicating the need for temperature to be taken.

______ Agree ______ Disagree

6. Symptoms indicating temperature do not include aching in the joints or over entire body.

______ Agree ______ Disagree

7. One indication that temperature should be taken is nausea or vomiting.

______ Agree ______ Disagree

8. Indications of a need for temperature to be taken do not include signs of diarrhea or constipation.

______ Agree ______ Disagree

9. Pain is not an indication of fever.

______ Agree ______ Disagree

10. Coughing or respiratory distress could be an indication of fever.

______ Agree ______ Disagree

ACTIVITY 23-4

DIRECTIONS: To review the procedure for taking one's temperature, select the most appropriate word or words from the list that best complete the sentence. Write the word or words in the space provided.

anus
armpit
case
container
digital
hands
mercury
mouth
95°
rinse
soap
supplies
three to five minutes
wash
water
written

1. When taking a person's temperature, the care provider must gather all of the ______________ needed.

2. Before taking a person's temperature, the care provider should wash ______________ well.

3. The care provider should clean the thermometer using ______________ and ______________ on a clean cotton ball or wipe.

4. The care provider should shake the thermometer down below ______________.

5. The three methods of taking a temperature are ___________, ___________, and ___________.

6. The thermometer should be left in place for ____________________________, then removed and wiped dry with a dry cotton ball.

7. The care provider should turn the stem of the thermometer until he/she can see the ______________ or ______________ reading.

8. The temperature recording on the thermometer should be ______________ down.

9. The care provider should ______________ and ______________ the thermometer after each use.

10. As a last step, the thermometer should be placed in its ______________ or ______________ and the care provider should wash hands again.

ACTIVITY 23-5

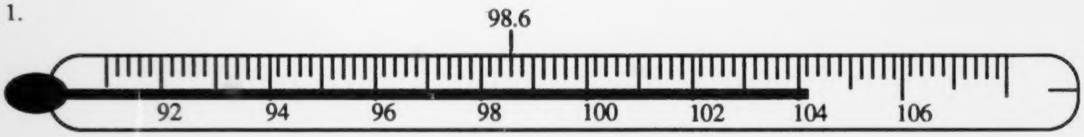
DIRECTIONS: Demonstrate an ability to read a thermometer by completing the following activities. Read the steps on how to read a thermometer and then follow the instructions from reading the temperatures on the illustrated thermometers.

Steps on How to Read a Thermometer

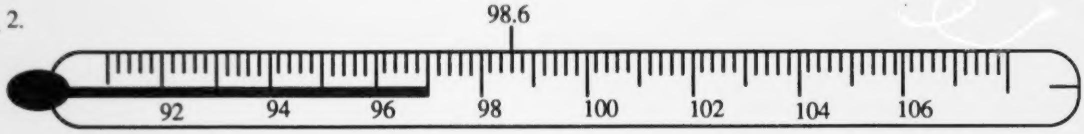
- Hold the thermometer at eye level (do not touch the bulb end of the thermometer).
- Rotate the thermometer until you can clearly see the band of mercury.
- Observe the temperature markings at the point where the mercury stops.
    - a. Short markings represent an increase of two tenths of a degree (0.2°).
    - b. Longer markings represent an increase of 1°.
    - c. If mercury band ends at one of the short lines, look to see which long line is to the left. This will tell you the degree of temperature.

A. Read the thermometers. Write the temperature reading in the space provided to the left of the thermometer.

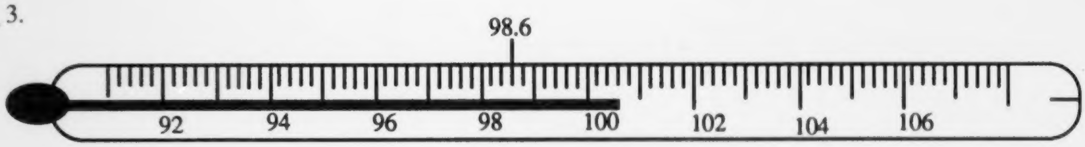
______ 1.



______ 2.

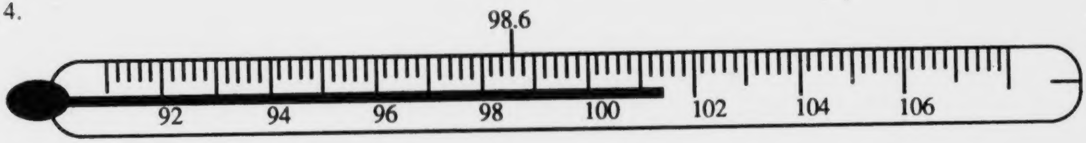


______ 3.

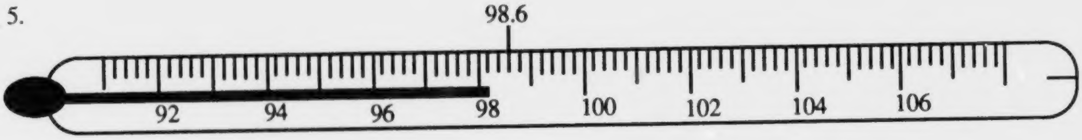


700

______ 4.

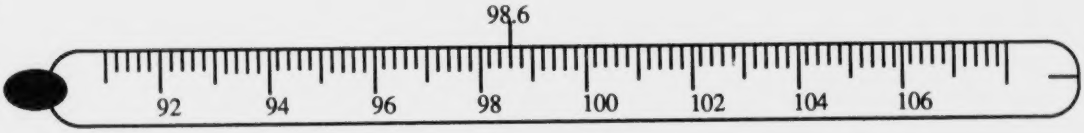


______ 5.

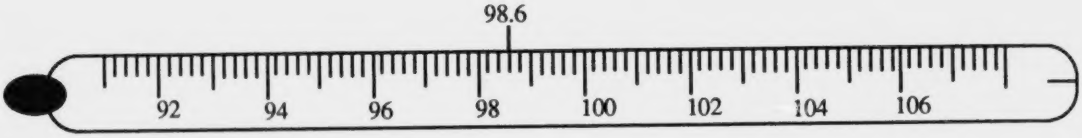


B. Read the temperature reading to the left of the thermometer. Mark the temperature reading on the thermometer by drawing a line from the bulb of the thermometer to the correct temperature reading.

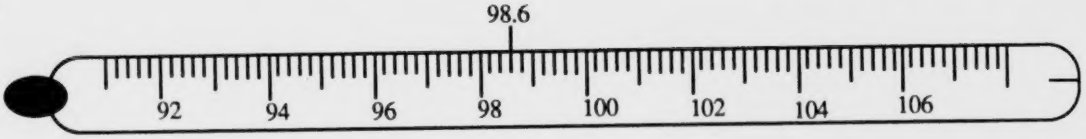
1. 104.2°F



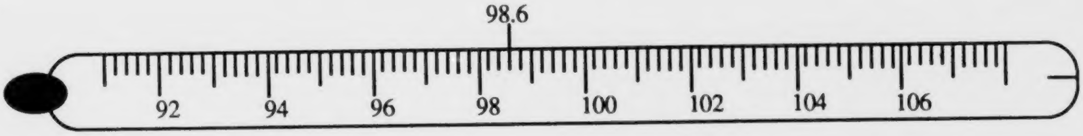
2. 98.6°F



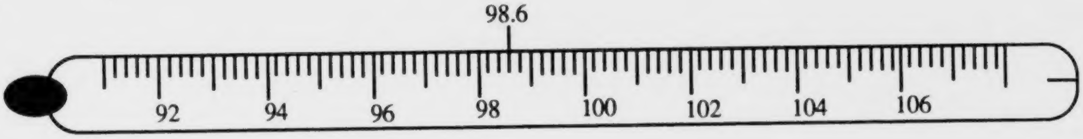
3. 101.5°F



4. 103.3°F



5. 99.6°F



ACTIVITY 23-6

DIRECTIONS: Answer the following exercises in the space provided.

1. List the three steps that the care provider should follow when taking an elderly person's pulse.

(1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

2. What type of watch should be used when taking the pulse?

____

____

3. Give five terms that the care provider should use to describe the strength of the beat when recording the pulse rate.

(1) ______________________________

(2) ______________________________

(3) ______________________________

(4) ______________________________

(5) ______________________________

ACTIVITY 23-7

DIRECTIONS: Write a paragraph(s) describing the steps for taking an elderly person's respiration count.

____

____

____

____

____

____

____

24

Chapter Twenty-four
First Aid

COMPETENCY TO DEVELOP

- Explain first aid procedures for assisting the elderly with emergencies.

OBJECTIVES TO ACHIEVE

- Describe simple first aid principles.
- Give examples of common first aid supplies.
- Demonstrate an ability to apply first aid procedures in an accident situation.
- Identify community resources for assistance in emergencies.

When working in services for the elderly, emergencies will occur especially in a private home situation. It is important for the elder care provider to know what to do, as well as what not to do.

This chapter will focus on first aid procedures for assisting the elderly with emergencies.

ACTIVITY 24-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

abrasion ____________________

American Association of Poison Control Center ____________________

____

burns ____________________

Cardiopulmonary Resuscitation (CPR) ____________________

____

choking ____________________

Emergency Medical System (EMS) ____________________

fainting ____________________

first degree burn ____________________

Heimlich Maneuver ____________________

incision ____________________

laceration ____________________

LIFE ____________________

National Poison Center Network ____________________

____

National Poison Control Center ____________________

____

poison ____________________

puncture ____________________

second degree burn ____________________

shock ____________________

third degree burn ____________________

wounds ____________________

Additional Terms

ACTIVITY 24-2

DIRECTIONS: Write a paragraph(s) discussing the five first aid principles that will help the care provider meet home emergency needs of the elderly.

ACTIVITY 24-3

DIRECTIONS: Give examples of common first aid supplies by matching the first aid supplies to the minor ailment or emergency. Place the letter of the first aid supply in the blank to the left of the minor ailment or emergency. Some will have two letters for answer.

MINOR AILMENTS OR EMERGENCY

_____ 1. For poison ivy, prickly heat, itching, and insect bites

_____ 2. For stomach acidity, heartburn

_____ 3. To bring on vomiting if poisoned

_____ 4. To clean minor wounds

_____ 5. For diarrhea

_____ 6. For quick revival of faintness

_____ 7. For foot baths and hot compresses

_____ 8. For minor cuts or scrapes

_____ 9. For sprains of the wrist, knee, or ankle

_____10. For minor irritations and lubrication

_____11. For relief of cold symptoms

_____12. To relieve headaches and pain

FIRST AID SUPPLIES

A. Acetaminophen
B. Antacid
C. Antidiarrheal Remedy
D. Aromatic Spirits of Amonia
E. Aspirin
F. Band Aids
G. Calamine Lotion
H. Decongestant
I. Elastic Bandage
J. Epsom Salts
K. Iodine
L. Mercury Antiseptic
M. Petroleum Jelly
N. Syrup of Ipecac

ACTIVITY 24-4

DIRECTIONS: To review the correct application of first aid procedures, select the most appropriate word or words from the list and fill in each blank to complete the sentence. Some of the words can be used more than once.

bleeding
citrus juices
cleanse
clothing
cold water
doctor
dry
elevate
Heimlich Maneuver
inside
label
milk
move
oils
outside
over heat
pressure
puncture
smelling salts
spanking
sterile
Syrup of Ipecac
treatment
vinegar
vomiting
water

1. Wash toward the _______________ of the wound rather than the _______________.

2. For minor wounds, _______________ thoroughly and cover with a _________ ,sterile dressing.

3. For skin abrasions or lacerations apply a _______________ dressing directly over the wound.

4. _______________ a wounded leg or arm to control bleeding.

5. For a _______________ wound, apply pressure to the surrounding flesh to encourage _______________. Cleanse again and apply dressing.

6. Avoid removing _______________ that is stuck to burned areas.

7. When possible, remove clothing before applying _______________ to burns.

8. Treatment should not be applied to burns except when ordered by the _______________.

9. For first degree burns, place under _______________.

10. For third degree burns, cover entire area with a _______________, _______________ dressing.

11. For a second degree burn, place under _______________ and cover with a dry, sterile dressing.

12. For fainting, bathe the person's face with cold water and use _______________ if available.

13. When treating someone who is in shock, do not _______________ the person before medical assistance arrives.

14. For shock, cover the person, but do not _______________.

15. The care provider is strongly advised to take courses in CPR and the _______________ to aid a person who may be choking.

16. If poison is ingested, the care provider should first read the _______________ on the product for first aid measures.

17. For ingestion of strong acids or alkalis, have the person drink _______________ or _______________ in large quantities and seek medical advice.

18. For ingestion of acids, do not give _______________, _______________, or _______________ as they can make the condition worst.

19. For ingestion of methanol and related products, give the person _______________ to induce _______________.

20. The person should be placed in _______________ position when vomiting begins.

ACTIVITY 24-5

DIRECTIONS: Identify community resources for assistance in emergencies by completing the following exercises. Write answers in the space provided.

1. Mr. Todd, an elderly gentleman where Juan is employed, was in an accident. Juan has checked Mr. Todd and made him comfortable. What should Juan do next?

2. The care provider suspects that Miss Snowden has swallowed some poison. What should the care provider do?

3. Mr. Beckley has developed a new technique for poison prevention and would like to exchange information with other centers and groups. Who should he contact?

4. Identify the resources for assistance in emergencies which are located in the area where you live:

5. Give the key word and the information needed when the care provider is making an emergency call.

KEY WORD: ____________________

INFORMATION NEEDED:

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Chapter Twenty-five
Terminal Illness

COMPETENCIES TO DEVELOP

- Determine the role of the care provider for terminally ill persons.
- Analyze the feelings and needs of the terminally ill, their families, and friends.

OBJECTIVES TO ACHIEVE

- List possible ways of caring for the terminally ill.
- Identify the needs of a terminally ill individual.
- Identify the needs of the family of a terminally ill individual.
- Explain the stages of grief that most terminally ill individuals experience.
- Explain the steps of grief that most family members and friends experience after the death of a loved one.

The elder care provider may be working with an elderly person who becomes terminally ill. As a result, the care provider must be aware of the feelings that the terminally ill individual is experiencing, as well as the feelings of the family members at this time.

This chapter will enable the care provider to determine his or her role in caring for terminally ill persons.

ACTIVITY 25-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

empathy ____

____

reconciliation ____

____

stages of grief _______________________________________

____

terminally ill ____

____

Additional Terms

ACTIVITY 25-2

DIRECTIONS: Identify positive ways of caring for the terminally ill by selecting the most appropriate word or words from the list that best complete the sentence. Fill in each blank to complete the sentence.

abilities
creative
firm
flexible
indifferent
impatience
insensitive
kindness
love
overprotective
prolonged
respect
self-esteem
unsympathetic

1. _______________ the ill person as an individual who has the same desires and needs as others.

2. Be _______________ and _______________ in managing the care schedule of the ill family member.

3. Support the ill family member with _______________ and _______________.

4. Avoid being _______________, _______________, or _______________ to the suffering of the ill individual.

5. Help the terminally ill individuals maintain their _______________ by encouraging self-help.

6. Help the individual learn to live with a _______________ convalescence.

7. Avoid showing _______________ when the ill individual is slow in doing something.

8. Be _______________ with the ill individual when it is necessary.

9. Avoid being _______________ of the ill individual.

10. Encourage the individual to use remaining _______________ when handicapped in some area.

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ACTIVITY 25-3

DIRECTIONS: Identify the needs of the terminally ill by matching the need with its description. Place the letter of the needs in the blank to the left of the description.

DESCRIPTION

____ 1. A way to pass the time such as watching television, reading, playing cards, or talking to loved ones

____ 2. To know they will be cared for up until the moment of death

____ 3. To be able to talk to friends and family on a meaningful level

____ 4. To know their thoughts and feelings are shared by others in their situation

____ 5. To feel that they are loved and/or are the object of someone's love

NEEDS

A. Love

B. Meaningful relationships

C. Normal

D. Recreation

E. Safety and security

ACTIVITY 25-4

DIRECTIONS: The following exercises will help the care provider identify the needs of the family of a terminally ill person. Answer the following statements by circling the letter T if the statement is true. Circle the letter F if the statement is false, and in the space provided, rewrite the false statement making it true.

T F 1. The needs of the terminally ill individuals are always greater than the needs of their families.

T F 2. The care provider should provide emotional support to family members.

T F 3. The care provider should maintain a concerned attitude toward the terminally ill individual and family members.

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T F 4. The care provider should limit the amount of time the family spends with the terminally ill individual.

T F 5. The care provider should provide for the family's wishes for privacy.

T F 6. The care provider should be in charge of answering questions and discussing the concerns of the family.

T F 7. The care provider should follow the wishes of the family even when they differ from the rules of the care facility.

T F 8. The care provider should encourage family members to continue to visit the terminally ill person.

T F 9. The care provider should relay the concerns of the family to the supervisor or to the person in charge.

T F 10. Being quietly thoughtful of the comfort of others and willing to help will show that the care provider is understanding and concerned for the entire family.

ACTIVITY 25-5

DIRECTIONS: Explain the stages of grief that most terminally ill individuals experience by completing the following exercise. Read each of the situations and respond to each situation by writing the answer in the space provided.

1. Miss Yea, an elderly lady at the nursing home, recently found out she is terminally ill. She has been talking a lot about losing her friends and family and also worrying about who all of her belongings should go to. What stage of grief is Miss Yea in? Explain answer.

2. The doctor has just told Mr. Mondrell that he has terminal cancer. Mr. Mondrell is in shock and wants to be left alone. He refuses to tell anyone about his condition and also refuses to believe it himself. What stage of grief is this and what is the purpose?

3. Mr. Mondrell has moved into the stage in which a secret agreement is made in hopes of delaying the inevitable–death. What stage is this and what is the purpose?

4. Miss Yea has moved into the stage in which she is very tired and void of any feelings. She is not happy, but she is at peace. What stage is Miss Yea in and what is the purpose?

5. Both Mr. Mondrell and Miss Yea went through a stage where each felt rage and hostility toward any and everyone. What stage were they in and what was the purpose of this particular stage?

6. List the stages of grief in order that both Miss Yea and Mr. Mondrell went through.

STAGE 1:

STAGE 2:

STAGE 3:

STAGE 4:

STAGE 5:

ACTIVITY 25-6

DIRECTIONS: Write a paragraph(s) explaining the steps of grief that most family members and friends experience after the death of a loved one.

26

Chapter Twenty-six Body Mechanics

COMPETENCIES TO DEVELOP

- Point out the rules of body mechanics to be used when working with elderly.
- Describe the correct procedures to be used when repositioning bedridden elderly.

OBJECTIVES TO ACHIEVE

- Describe the basic rules of body mechanics the care provider should follow when working with the elderly.
- Explain the goals which are achieved by using good body mechanics.
- Identify the correct procedures for repositioning an elderly person.

Understanding the principles of body mechanics and body positioning is a must if an elder care provider is to be effective. For his or her own safety and well-being, the elder care provider needs to practice effective body mechanics when repositioning an elderly person.

This chapter will focus on the rules of body mechanics used when working with the elderly, as well as the procedures for repositioning elderly individuals.

ACTIVITY 26-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

alignment ______________________________

____

body mechanics ______________________________

____

body repositioning ______________________________

____

repositioning ______________________________

____

Additional Terms

ACTIVITY 26-2

DIRECTIONS: The following exercise describes the basic rules of body mechanics the care provider should follow when working with the elderly. Read each statement. Circle the letter T if the statement is true. Circle the letter F if the statement is false; and in the space provided, rewrite the statement making it true.

T F 1. The body's base of support has no effect on body balance.

____

____

T F 2. Stooping with proper body alignment prevents fatigue.

____

____

T F 3. Proper walking habits reduce fatigue and stress.

____

____

T F 4. The lining up of the body segments is important.

____

____

T F 5. Use as much energy as possible when moving, carrying, or lifting heavy objects.

____

____

T F 6. Proper body alignment in sitting increases muscle strain and provides little circulation in thigh blood vessels.

____

____

ACTIVITY 26-3

DIRECTIONS: Write a paragraph(s) explaining the goals which are achieved by using good body mechanics.

ACTIVITY 26-4

DIRECTIONS: Identify the correct procedures for repositioning an elderly person by completing the following activity. For each statement that you agree with, put an X in the blank labeled Agree. For each statement that you disagree with, put an X in the blank labeled Disagree. Write a one-sentence statement defending the answer in the space provided.

1. The care provider should take the correct posture in order to reposition the person without strain on self.

______ Agree ______ Disagree

2. When moving a person to the near side of the bed, first ask the person to bend knees, then loosen the covers.

______ Agree ______ Disagree

3. The care provider should not need assistance in aiding heavy or helpless people.

______ Agree ______ Disagree

4. The care provider should always be concerned with the safety of the person.

______ Agree ______ Disagree

5. When moving the person to the side of the bed, the care provider should face side of bed, one foot forward, and knees bent.

______ Agree ______ Disagree

6. The care provider need not worry about the fears of the elderly when repositioning them.

______ Agree ______ Disagree

7. When helping a person to sit up or lie down, the care provider should first place one hand under the person's shoulder, the other under the hips, and bend at hips and knees.

______ Agree ______ Disagree

8. After pulling the person toward the side of the bed, the care provider should help the person to a sitting position.

______ Agree ______ Disagree

9. When helping a person to sit up or lie down, the care provider should face the bed, bend the person's knees, and then ask the person to clasp the care provider's arm while the care provider slides his or her arm under the person's back.

______ Agree ______ Disagree

10. It is important that the care provider take care to prevent pain or injury during repositioning.

______ Agree ______ Disagree

27

Chapter Twenty-seven

Planning and Managing Household Tasks

COMPETENCY TO DEVELOP

- Analyze ways to improve the planning and management of housekeeping tasks.

OBJECTIVES TO ACHIEVE

- Identify ways to organize work in order to save time and energy.
- Explain the importance of storing and organizing supplies according to work area.
- List advantages of scheduling one's household work.
- Identify household tasks that are performed daily, weekly, and occasionally.

Housekeeping duties for the elder care provider will vary depending on the type of facility employed in. The care provider employed in a care facility other than a private home will usually have fewer housekeeping responsibilities. The elder care provider employed in home-type situation will often be the manager who plans as well as the worker who carries out the plan.

This chapter will focus on ways to improve the planning and management of housekeeping tasks.

ACTIVITY 27-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

ventilation ____

____

Additional Terms

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ACTIVITY 27-2

DIRECTIONS: To identify ways to organize work in order to save time and energy, select the most appropriate word or words from the list that best complete the sentence. Fill in each blank to complete the sentence.

adequate
arise
attainable height
efficient

equipment
health
posture
proper storage

reduce
safety
storage space

1. Do not put off work, do tasks as they ____________________.

2. Plan ways to ____________________ cleaning problems such as using door mats in front of entrances to keep from tracking dirt in.

3. Find an ____________________ rate of speed for cleaning that is not hurried.

4. Whenever possible, keep working ____________________ in good condition.

5. Take care of personal ____________________ and ____________________ precautions.

6. To prevent time and energy spent in searching for items, develop methods for ______________________________.

7. Adjust the heights of working surfaces to permit good ____________________.

8. Store items at an ________________________________ to keep from having to strain to reach.

9. Include short but ____________________ rest periods when cleaning.

10. Encourage elderly to get rid of old equipment that is never used and is taking up ______________________________.

ACTIVITY 27-3

DIRECTIONS: Write a paragraph explaining the importance of sorting and organizing supplies according to work area.

ACTIVITY 27-4

DIRECTIONS: Identify household tasks that are performed daily, weekly, and occasionally by determining when the following list of tasks should be performed. Place the letter of the scheduled performance in the blank to the left of the task.

TASK

____ 1. Clean cabinets, closets, drawers, and shelves

____ 2. Clean bathroom

____ 3. Clean walls

____ 4. Clean rooms thoroughly

____ 5. Prepare meals and clean up

____ 6. Straighten house

____ 7. Polish wood surfaces

____ 8. Wash clothes

____ 9. Launder curtains, bedspreads

____ 10. Make the beds

____ 11. Care for floors

____ 12. Mend

____ 13. Put rooms in order

____ 14. Clean windows

____ 15. Do light cleaning of bedrooms and kitchen area

SCHEDULED PERFORMANCE

A. Daily task

B. Weekly task

C. Occasional task

28

Chapter Twenty-eight
Energy

COMPETENCY TO DEVELOP

- Assist the elderly with energy conservation needs.

OBJECTIVES TO ACHIEVE

- Identify ways to conserve energy resources.
- Give examples of ways to dress for comfort in cool and warm temperatures.

As an elder care provider, it is very important to know how to save energy. Many times the little things one does help to save large amounts of energy. However, elderly people who often have the greatest need for saving money may lack the resources or knowledge needed to make these changes.

This chapter will enable the care provider to assist the elderly with energy conservation needs.

ACTIVITY 28-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

Btu

clo

conservation

economize

energy efficiency

thermostat

wattage (watts)

Additional Terms

ACTIVITY 28-2

DIRECTIONS: Unscramble the words in the left-hand column to complete the sentences regarding the ways to conserve energy resources. Write the word in the space provided.

sodal	1. To save electricity, gas, and water, use full ______ in the dishwasher and clothes washer and dryer.
hssreow	2. To save water, take _______ instead of baths.
dashes slnibd	3. Draw ______ and _______ to keep out hot sun in summer and to retain heat in the winter.
tarew	4. Keep a bottle of cold _____ in the refrigerator because running tap water until it is cold will waste water.
alid	5. ______ your own calls to save on telephone expenses.
cicerrnto	6. Report _________ charging to the telephone office.
glthsi	7. Turn off all unnecessary ______ to save electricity.
ylkea	8. Have _______ faucets repaired; these are a chief cause of water waste.
tttssremaoh	9. Turn _____________ on both heating and air conditioning to comfortable levels to save electricity and gas.
lpiacnesap	10. Use small ______________ to save electricity and gas.
nuueds	11. Do not heat or cool _______ rooms.
sheectap	12. To save on telephone expense, be aware of the _________ rate times in the state.
einl	13. Dry clothes on a _____ in warm weather to save electricity.
oilpt hiltgs	14. Ask utility company to adjust ______ ______ on the stove or furnace and to fix gas leaks.
duecrc	15. Have storm doors and windows added to ______ heat and cool air loss.
ehcck	16. _______ monthly telephone bills against a record that has been kept of all long distance calls.
greeyn	17. Defrost the refrigerator to save _______.

deictr 18. To help cut telephone expenses, call the operator to receive _______________ for wrong numbers and cutoffs.

acnle 19. To help save energy, keep equipment _______________.

eerrttwipsha 20. _______________ and caulk around all windows and doors.

ACTIVITY 28-3

DIRECTIONS: Give examples of ways to dress for comfort in cool and warm temperatures by completing the following exercise. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F to the left of the statement.

T F 1. Light colors which reflect the sun's rays give a warming effect.

T F 2. A light, long-sleeved sweater equals almost 6° in added warmth.

T F 3. Cuffs that hug the wrists and high collars that hug the neck add warmth.

T F 4. Natural fibers that absorb moisture and allow perspiration to evaporate from skin are more comfortable in cooler temperatures.

T F 5. Drawstring hems on tops, jackets, and coats can be pulled in tight in cooler temperatures to retain body warmth.

T F 6. Open, strap, or lightweight shoes are cooler than heavy boots or shoes.

T F 7. Lightweight, open weave fabrics will be more comfortable in cooler temperatures.

T F 8. Heavy underclothing, heavier outer clothing, and wearing sweaters in layers provide warmth in cooler temperatures.

T F 9. Slacks are at least 3° warmer than skirts.

T F 10. Wearing short-sleeved or sleeveless blouses and omitting belts and jewelry will provide comfort in warm temperatures.

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Chapter Twenty-nine

Bed Making

COMPETENCIES TO DEVELOP

- Follow the principles of bed making.
- Determine how the care provider can help prevent bedsores in the elderly person.
- Point out the purposes of a bed cradle.

OBJECTIVES TO ACHIEVE

- Demonstrate the procedures for making an occupied and unoccupied bed.
- Give examples of how the elder care provider can help prevent bedsores in the elderly.
- Explain the purposes of a bed cradle.

A skillfully made bed provides safety, comfort, warmth, a smooth clean surface, and freedom of movement. The elder care provider will need to know the basic principles of bed making for both occupied and unoccupied beds.

This chapter will aid the care provider in making the occupied and unoccupied bed, preventing bed sores in the elderly, and understanding the purpose of a bed cradle.

ACTIVITY 29-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

bed cradle ______________________________

____

decubitus ulcers ______________________________

____

mitered corners ______________________________

____

signal cord ______________________________

____

Additional Terms

ACTIVITY 29-2

DIRECTIONS: Read the list of basic steps for making an occupied bed. Arrange the steps in order of performance. Place a 1 in the blank to the left of the step which should be performed first, a number 2 to the left of the second step, and so on up to number 12, the final step.

____ 1. Tuck top sheet and blanket under mattress at foot of bed.

____ 2. Wash hands; locate and organize supplies.

____ 3. Position top sheet wrong side up and hem even with the top of mattress.

____ 4. Tuck in top sheet and blanket at foot of bed; before tucking in mitered corner make a three inch fold toward foot of bed, and then complete mitered corner.

____ 5. To conserve energy, make bed entirely from one side before moving to the other side.

____ 6. Keeping blanket centered, spread it over top sheet and foot of mattress.

____ 7. Tuck bottom sheet under head of mattress (miter corner). Working from top to bottom, tighten sheets to provide comfort and safety.

____ 8. Remove spread, blankets, pillow, and dispose of soiled linens.

____ 9. Working from head to foot of bed, tuck top sheet in one side.

____ 10. If fitted bottom sheet is not available, position and unfold bottom sheet right side up with wide hem at top of bed.

____ 11. Move to other side of bed. Fanfold linens to the center so you can work with bottom sheet.

____ 12. Tuck 12 to 18 inches of bottom sheet tightly over the top of mattress. Miter corners.

ACTIVITY 29-3

DIRECTIONS: Give examples of how the elder care provider can help prevent bedsores in the elderly by completing the following exercise. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Use baking soda on sheets to help reduce friction as the patient moves.

T F 2. Use special equipment such as air cushions, sponge rubber cushions, sheepskins, pillows, pads, air mattresses, etc. to reduce skin pressure.

T F 3. Be sure the care provider never touches the patient's skin.

T F 4. Report any sign of a bedsore developing to the person immediately in charge.

T F 5. There is no way to prevent sheet burns.

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T F 6. A well-balanced diet is not the appropriate way to prevent malnourished tissues.

T F 7. Change bed immediately when it becomes wet.

T F 8. Always follow the doctor's instructions and make sure proper grooming habits are maintained.

T F 9. For an individual confined to bed, position should be changed every few hours.

T F 10. Report any reddened, irritated, or sensitive areas of the skin to the doctor, nurse, supervisor, or person in charge.

ACTIVITY 29-4

DIRECTIONS: Write a paragraph(s) explaining the purposes of a bed cradle.

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Chapter Thirty Bathing

COMPETENCIES TO DEVELOP

- Determine the bathing needs of the elderly.
- Assist the elderly with bathing needs.
- Explain procedure for assisting elderly with bedpan use.

OBJECTIVES TO ACHIEVE

- Describe the benefits of a bath.
- Describe the types of baths.
- Identify reasons that the elderly may need bathing assistance.
- Give examples of ways in which the care provider can assist the elderly in bathing needs.
- Identify procedure for assisting elderly with bedpan use.

One of the tasks of the care provider working in services for the elderly may be to assist the elderly with bathing needs. A bath removes dirt and perspiration, increases circulation, provides the elderly person with exercise, and also helps the person feel clean, relaxed, and refreshed.

This chapter will help the care provider to determine the bathing needs of the elderly.

ACTIVITY 30-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

cystoscopic examination ______________________________

dermis ______________________________

epidermis ______________________________

liver spots ______________________________

pigmentation ______________________________

sitz bath ______________________________

sphincter muscles ______________________________

therapeutic ______________________________

Additional Terms

ACTIVITY 30-2

DIRECTIONS: Write a paragraph describing the benefits of a bath.

ACTIVITY 30-3

DIRECTIONS: Describe the types of bath by completing the matching exercise. Match the type of bath to its appropriate description. Place the letter of the type of bath in the blank to the left of each description. Some letters may be used more than once.

DESCRIPTION

____ 1. Should be filled 1/3 full with warm water

____ 2. A small stool should be provided

____ 3. A therapeutic type of bath

____ 4. Before this type of bath, the care provider should offer the person the use of a bedpan

____ 5. Should have safety handrails and a wall soap dish

____ 6. Use a bath blanket to protect elderly person from chilling

____ 7. Fill a basin two-thirds full of warm water

____ 8. Used to relax sphincter muscles of the bladder and rectum

TYPE OF BATH

A. Bed bath

B. Shower

C. Sitz bath

D. Tub bath

____ 9. Place large towel over person for privacy after removing bedspread

____ 10. Plastic disposable bath apparatuses that can be used at home, as well as, in an institution

ACTIVITY 30-4

DIRECTIONS: Unscramble the words in the left-hand column to complete the sentences regarding the reasons the elderly may need bathing assistance. Write the word in the space provided.

baalmutryo	1. A complete bed bath is usually given to the elderly person who is not ______________.
bust	2. For safety purposes, the care provider should help the elderly in and out of ______________.
cevfr	3. A partial bath is usually recommended for a person who has high ______________ or profuse perspiring.
dreit, wake	4. Bathtub seats or stools should be placed in bathtubs or showers for those who may get ______________ or ______________.
zist tbah	5. A ______________ is usually ordered for a person following rectal surgery.

ACTIVITY 30-5

DIRECTIONS: Give examples of ways in which the care provider can assist the elderly in bathing needs. Read each statement. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F. In the space provided, rewrite each false statement to make it true.

T F 1. Make sure that the bathroom is clean, warm, and free from drafts.

____

____

T F 2. Assemble all bathing supplies needed before bath.

____

____

T F 3. It is not necessary to assist with the person's bathrobe and slippers.

____

____

T F 4. It is necessary to tell the elderly person about the bath before hand.

T F 5. Make sure that the elderly person is comfortable.

T F 6. Show concern of feelings and interest in the person's personal appearance.

T F 7. It is not necessary for the elderly person to use skin care products.

T F 8. Assist the elderly with nail care when needed.

T F 9. Placing a towel in the bottom of the bathtub or shower is dangerous because of tripping.

T F 10. Help the elderly person with dressing if help is needed.

ACTIVITY 30-6

DIRECTIONS: Read the list of steps for assisting the elderly with bedpan use. Arrange the steps in order of performance. Place a 1 in the blank to the left of the step which should be performed first, a number 2 to the left of the second step, and so on up to number 12, the final step.

____ 1. Allow the elderly person to wash hands.

____ 2. Fold back covers at side to prevent soiling.

____ 3. Determine if client is unable to cleanse self. If not,wipe downward toward spine to avoid spreading soiled area to bladder and vaginal openings.

____ 4. Adjust the bedpan for comfort.

____ 5. Place bed protector pad under the person's hips.

____ 6. Remove bed pan in the same manner as placed. Cover bedpan and observe body for redness and soreness.

____ 7. Place the bedpan beside the elderly person. Be sure the open end is toward the foot of the bed.

____ 8. The care provider can leave the room after making sure the call bell and toilet tissue are conveniently located.

____ 9. Request person to bend knees and rest weight on heels if possible.

____ 10. Empty bedpan and rinse it with cold water. Wash it with hot soapy water, rinse and dry. Put all supplies away and wash hands.

____ 11. The care provider should position hand under small of the back and on signal help to lift hips while positioning bedpan under hips.

____ 12. Assemble all supplies and wash hands. Hot water may be used to warm bedpan. Talcum powder may be used in hot weather to prevent sticking.

31

Chapter Thirty-one
Grooming

COMPETENCIES TO DEVELOP

- Determine the grooming needs of the elderly.
- Assist the elderly with grooming needs.

OBJECTIVES TO ACHIEVE

- Describe the benefits of maintaining good personal hygiene
- Identify reasons that the elderly may need grooming assistance.
- Identify the benefits of daily hair care.
- List the steps of proper nail care.
- Discuss the reasons for good oral hygiene.
- Point out the importance of caring for beards and mustaches properly.
- Give examples of ways in which the care provider can assist the elderly in grooming needs.

Personal hygiene is essential throughout life. Hygiene practices remain basically the same; however, elderly may need assistance with grooming needs due to physical limitations, behavioral problems, or emotional reasons.

This chapter will enable the care provider to both determine and assist the elderly with their grooming needs.

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ACTIVITY 31-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

dentures ____

____

hygiene ____

____

manicure ____

____

oral hygiene ____

____

pedicure ____

____

periodontal ____

____

pigmentation ____

____

plaque ____

____

podiatrist ____

____

Additional Terms

ACTIVITY 31-2

DIRECTIONS: Review the benefits of maintaining good personal hygiene by completing the following sentences. Supply the missing letters for the most appropriate word to complete the sentence. Write the answer in the space provided.

1. _ _ _ o _ i _ _ is important in maintaining general health.

2. Personal care provides some _ _ e _ _ i _ e and, therefore, aids the elderly person physically.

3. Good _ _ _ i _ _ e helps the person to maintain a positive self-image as well as build self-confidence.

4. Grooming can lead to a more _ n _ _ _ a _ _ _ and satisfying life.

5. If a person is well-groomed, it affects b _ _ _ _ _ o _ and _ _ t _ t _ _ _ _ and may prompt the aged to become more active outside the home.

ACTIVITY 31-3

DIRECTIONS: Write a paragraph(s) giving the reasons that the elderly may need grooming assistance.

ACTIVITY 31-4

DIRECTIONS: Read the following situation regarding the benefits of daily hair care. Write your response in the space provided.

Mrs. Summers, an elderly woman, brushes her hair every morning and every night. Is this a good thing to do? Yes or no. Give the facts which helped you determine your answer.

ACTIVITY 31-5

DIRECTIONS: Read the steps for proper nail care. Arrange the steps in the order of performance. Place a 1 in the blank to the left of the step which should be performed first, a number 2 to the left of the second step, and so on up to number 13, the final step.

____ 1. Polish nails of female if she desires and if instructed to do so.

____ 2. Prepare warm, soapy water in bowl or small container.

____ 3. Rub lotion or cream on the hands to keep them soft and moist.

____ 4. Use a fine emery board to shape the nails in an oval (or follow the contour of the fingertips) on the right hand. File from the outer edge toward the center on each side of each nail.

____ 5. Place the bowl or container on a towel at a convenient height and position for the person.

____ 6. Use an orange stick to clean under the fingernails. A sharp metal file should not be used to clean under the nails.

____ 7. Remove the person's right hand from the bowl.

____ 8. Place the left hand of the elderly person in the bowl or container of warm, soapy water.

____ 9. Ask the elderly person to soak the fingers on the right hand about five minutes in the bowl.

____ 10. Report any unusual condition of the hands or feet, or ingrown nails to the person in charge.

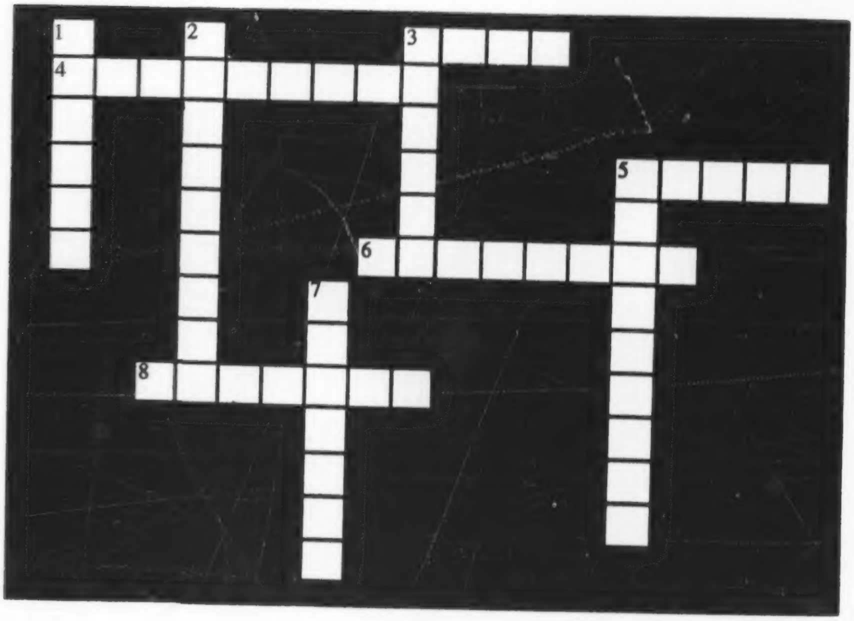
____ 11. Assemble and organize supplies.

____ 12. Dry the hand and the nails–pushing the cuticle back gently with the towel. Softening creams are also helpful to soften the cuticles.

____ 13. Repeat procedure for left hand.

ACTIVITY 31-6

DIRECTIONS: Fill in the crossword puzzle using the missing words from the clues related to reasons for good oral hygiene.



ACROSS

3. _ _ _ _ oral hygiene may lead to loss of appetite and weight.
4. Healthy teeth and gums as well as properly fitted dentures are _ _ _ _ _ _ _ _ _ _ to chewing and digesting food.
5. Poor oral hygiene may cause the mucous membrane to dry and _ _ _ _ _ .
6. Daily hygiene provides observation for problems such as ill-fitting or broken dentures or signs of _ _ _ _ _ _ _ _ teeth.
8. Proper _ _ _ _ _ _ _ helps to prevent sores and ulcerations.

DOWN

1. The status of the teeth and gums affects the total _ _ _ _ _ _ of the person.
2. Brushing teeth _ _ _ _ _ _ _ _ _ _ helps prevent bad breath and tooth decay.
3. Brushing teeth helps to prevent _ _ _ _ _ _ buildup.
5. Good oral hygiene keeps the gums in good _ _ _ _ _ _ _ _ _ .
7. Oral care is given to _ _ _ _ _ _ _ the mouth.

ACTIVITY 31-7

DIRECTIONS: Read the following statements regarding the importance of caring for beards and mustaches. If the statement is true, circle the letter T to the left of the statement. If the statement is false, circle the letter F and rewrite the statement making it true.

T F 1. Brush beard toward face at all times.

____

____

____

T F 2. Trim beard or mustache only when wet.

____

____

____

T F 3. Avoid rubbing after-shave lotion or cologne into a beard or mustache because the alcohol content will cause the whiskers to dry out.

____

____

____

T F 4. It usually takes a long time for a beard to dry after washing.

____

____

____

T F 5. Washing a beard or mustache is very important to keep bacteria from growing at the roots.

____

____

____

T F 6. A beard or mustache should be trimmed around the mouth so it does not interfere with eating.

T F 7. Flaking in a beard or mustache is usually the result of either insufficient rinsing after washing or of not drying the beard or mustache correctly.

T F 8. The beard should be combed with a very fine-toothed comb to prevent tangles.

T F 9. Rough motions with the comb can break the hair as well as irritate the face.

T F 10. Toenail clippers can be used to trim a mustache.

ACTIVITY 31-8

DIRECTIONS: Read the section identifying ways in which the care provider can assist the elderly in grooming needs. In the space provided, write a poem using one or more of the examples.

32

Chapter Thirty-two
Dressing Assistance and Self-help Dressing Aids

COMPETENCIES TO DEVELOP

- Analyze how clothing can be adapted to meet the needs of the elderly.
- Assist the elderly with dressing needs.
- Analyze self-help dressing aids which can be made to ease the task of dressing and undressing for the elderly.

OBJECTIVES TO ACHIEVE

- Describe how clothing can be adapted to meet the needs of the elderly.
- List the steps in assisting the elderly to dress.
- Give examples of self-help aids for dressing.
- Demonstrate how to make self-help aids for the elderly.

To meet the needs of the elderly, clothing can be adapted to allow for decreased physical strength, limited finger dexterity, partial paralysis, limited range of motion, or other health or safety-related reasons. Clothing adaptations can be made for the elderly to enable them to be more self-sufficient in dressing.

This unit will focus on how clothing can be adapted to meet the needs of the elderly, as well as the ways the care provider might assist the elderly with dressing needs.

ACTIVITY 32-1

DIRECTIONS: Improve vocabulary by using dictionaries, textbooks, or other references to define the words listed below (context of definitions should be the same as used in the chapter). For each word, write a brief definition. As the chapter is read, continue to build vocabulary by listing and defining additional terms that are new.

bootjack ______________________________

____

buttonhook ______________________________

____

closures ______________________________

____

clothing adaptations ______________________________

____

dexterity ______________________________

____

dressing stick ______________________________

____

facilitate ______________________________

____

overcoat hanger ______________________________

____

self-help aids ______________________________

____

sleeve anchor ______________________________

sock sticks ______________________________

Additional Terms

ACTIVITY 32-2

DIRECTIONS: Write a paragraph(s) or poem describing how clothing can be adapted to meet the needs of the elderly.

ACTIVITY 32-3

DIRECTIONS: Read the list of basic steps for assisting the elderly with dressing needs. Arrange the steps in order of performance. Place a 1 in the blank to the left of the step which should be performed first, a number 2 to the left of the second step, and so on up to number 6, the sixth step.

____ 1. Gather clothing which the elderly person has selected.

____ 2. Assist with putting on clothes. If the person has a weak or paralyzed arm or leg, that body part should be placed in the garment first followed by the other arm or leg.

____ 3. Wash hands.

____ 4. After the outer garments are on, assist with the shoes and socks. Different methods of dressing will have to be adapted to individual needs. The elder care provider should encourage elderly persons to be as independent in their dressing as they are able to be.

____ 5. Provide privacy.

____ 6. Assist with removing pajamas, gowns, or other clothing.

ACTIVITY 32-4

DIRECTIONS: Complete the following statements related to self-help aids for the elderly by supplying the missing letters in the blanks provided. Some of the letters of the words have been filled in.

1. A _ _ _ s _ _ _ g _ _ i _ _ is a good aid for pulling on or pushing off clothing when range is restricted.

2. A _ _ _ _ _ _ c _ n _ _ _ _ helps to keep a jacket sleeve from crawling up when pushing one's arm into an overcoat.

3. To assist in removing boots or shoes when strength or range is limited, one should use a _ o _ _ _ _ c _ .

4. In order to support the overcoat so that the shoulders are relieved of the weight when putting it on, one should use an _ _ e _ _ _ _ _ l _ _ _ _ e _.

5. A _ _ _ _ o _ _ o o _ is used to facilitate buttoning when dexterity and reach are poor or when one has only the use of one hand.

6. To aid in putting on stockings and socks when the hands cannot reach the feet, one should use a _ _ o _ _ _ _ _ or _ o _ _ aid.

7. To aid in slipping shoes on when reach is limited, a _ _ n _ _ h _ _ _ _ _ _ should be used.

8. A few self-help aids may be _ u _ _ _ _ _ _ _ at hospital supply houses and a few stores.

9. Some self-help aids may be _ _ d _ at home.

10. Some elderly persons will take _ _ _ _ e in assisting in the construction of the self-help aids.

ACTIVITY 32-5

DIRECTIONS: Read the following statements regarding the ways to make self-help aids for the elderly. Circle the letter T if the statement is true. Circle the letter F if the statement is false and, in the space provided, rewrite the statement making it true.

T F 1. A few self-help aids can be purchased at hospital supply houses, but they can also be made at home less expensively.

T F 2. By making one's own clothing aids, the aids can be made to meet individual specifications.

T F 3. To make a buttonhook, one should use firm wire embedded in the handle, and the wire should be very thick.

T T 4. When making a dressing stick, use 1/2" x 7/8" wood of desired length, a cup hook, and a large magnet.

T F 5. When making an overcoat hanger, use six strong staples and fasten to the top of a door frame a shoulder's length apart.

T F 6. If constructing a sleeve anchor, one will need a rubber band attached to a wire loop and it must be big enough to fit over jacket button.

T F 7. To construct stocking or sock aids, use twill tape, two garters, nylon fabric, a piece of canvas, and polyethylene sandwiched between the nylon and the canvas.

T F 8. When making a sock stick, use two 1/2" x 1/2" pieces of wood, four aluminum attachments, and two garters.

T F 9. If constructing a bootjack, one would use one platform 15" x 3 1/4", one support frame 5" x 1 1/8", three screws, and a heavy rubber lining for notch.

T F 10. To make a long shoehorn, the person would need 1/2" x 1/2" wood, a wooden shoehorn, thin aluminum, and a groove for pushing shoe off.